

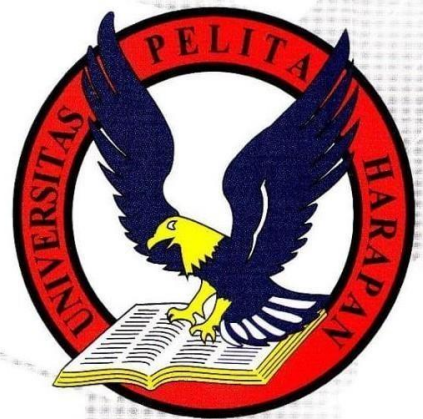
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EDITORIAL

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.kemdiktisaintek.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 22, No 1 edisi Januari 2026 ini menyajikan sembilan artikel yang merupakan hasil pemikiran dan hasil penelitian berkaitan dengan pendidikan, budaya, dan bahasa dengan menggunakan metode kualitatif ataupun kuantitatif. Redaksi menerima lebih dari 30 tulisan yang lolos seleksi dengan kesesuaian ruang lingkup (scope) jurnal dan akhirnya menyeleksi 9 artikel yang memenuhi kaidah ilmiah dari para penulis untuk dipertimbangkan dimuat dalam jurnal Polyglot. Semua naskah yang masuk ke redaksi 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. Di tengah maraknya hackers ojs, Polyglot juga telah menyortir lebih dari 14 ribu akun palsu/bodong yang mencoba terdaftar di ojs dengan cara *remove* satu per satu manual.

Tangerang, 25 Januari 2026

Pimpinan Redaksi Polyglot: Jurnal Ilmiah

THE EFFECT OF TEAMS GAMES TOURNAMENT (TGT) MODIFIED SCHEMA BASED INSTRUCTION (SBI) ON MATHEMATICS PROBLEM SOLVING ABILITY OF GRADE V STUDENTS

PENGARUH *TEAMS GAMES TOURNAMENT* (TGT) MODIFIKASI *SCHEMA BASED* *INSTRUCTION* (SBI) TERHADAP KEMAMPUAN PEMECAHAN MASALAH MATEMATIKA SISWA KELAS V

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Abstract

Mathematical problem-solving skills are important to develop in learning mathematics in elementary schools. However, the fact that occurs is that students' ability in this competency is still lacking. This study aims to determine whether there is a difference in the mathematical problem-solving ability of students who learn using the Teams Games Tournament method modified by Schema-Based Instruction with students who learn using the expository method. This study used experimental research methods on fifth grade students of SDN Beumopu and was conducted from January to June 2025. The sampling technique used was cluster random sampling. The samples in the experimental class and

control class amounted to 32 students each. Data collection utilized mathematical problem-solving ability test instruments in the form of essay questions. Indicators of mathematical problem-solving ability include understanding the problem, planning problem-solving strategies, and implementing problem-solving plans. The results showed that the problem-solving ability of fifth-grade students who learned with the SBI modified TGT method was higher than that of students who learned with the expository method.

Keywords: Schema-Based Instruction; Teams Games Tournament; Mathematics Problem-Solving Ability

Abstrak

Kemampuan pemecahan masalah matematika penting untuk dikembangkan pada pembelajaran matematika di sekolah dasar. Namun, fakta yang terjadi adalah kemampuan siswa pada kemampuan pemecahan masalah siswa masih kurang. Penelitian ini bertujuan untuk mengetahui adakah perbedaan kemampuan pemecahan masalah matematika siswa yang belajar menggunakan metode Teams Games Tournament modifikasi Schema Based Instruction dengan siswa yang belajar menggunakan metode ekspositori. Penelitian ini menggunakan metode penelitian eksperimen pada siswa kelas V SDN Beumopu dan dilaksanakan dari bulan Januari sampai bulan Juni 2025. Teknik pengambilan sampel menggunakan cluster random sampling. Sampel pada kelas eksperimen dan kelas kontrol masing-masing berjumlah 32 siswa. Pengumpulan data menggunakan instrumen tes kemampuan pemecahan masalah matematika berupa soal esai. Indikator kemampuan pemecahan masalah matematika adalah memahami masalah, merencanakan strategi penyelesaian masalah dan melaksanakan rencana penyelesaian masalah. Hasil penelitian menunjukkan

bahwa kemampuan pemecahan masalah siswa kelas V yang belajar dengan metode TGT modifikasi SBI lebih tinggi dibandingkan dengan siswa yang belajar dengan metode ekspositori.

Kata Kunci: Schema Based Instruction; Teams Games Tournament; Kemampuan Pemecahan Masalah Matematika

Introduction

There are five skills that students must possess in mathematics learning, namely mathematical problem-solving, mathematical reasoning, mathematical communication, mathematical connections, and mathematical representation (NCTM, 2000). Among the five basic skills above, problem-solving skills are always relevant to current educational and industrial needs (Pebrianti et al., 2022). Mathematical problem-solving has long been regarded as an important aspect of mathematics, mathematics teaching, and mathematics learning (Liljedahl et al., 2016). It has been incorporated into mathematics curricula worldwide to teach problem-solving and mathematics teaching through problem-solving (Voica et al., 2020).

Mathematical problem-solving is a process where someone is faced with mathematical concepts, skills, and processes to solve a problem (Kopparla et al., 2019). This ability is related to students' need to solve problems they face in daily life and to develop themselves (Septian et al., 2022). Without problem-solving skills, students only learn how to calculate, rather than learning why and when to use mathematical skills (Browder et al., 2018). One strategy in solving problems faced by students can be influenced by mathematical ability, so differences in mathematical ability can also influence students' cognitive processes (Pratama et al., 2022). Mathematical problem-solving can be accomplished by students if they have understood the problem given, are able to create a problem-solving plan, implement the problem-solving plan, and perform a review (Polya, 1973).

Problem-solving ability can be seen from students' ability to solve word problems (Root et al., 2017). Word problems are one of the most

difficult types of problems faced by mathematics learners (Verschaffel et al., 2020). Solving mathematical problems in the form of word problems is difficult for students because these problems require not only calculations but also linguistic understanding (Fuchs et al., 2008). This implies that students need to understand the use of words and sentences in problem-solving word problems. Problem-solving requires the process of understanding text and applying mathematical knowledge and operations (Öztürk et al., 2020).

Mathematics teaching methods in elementary schools remain traditional, focusing on the provision of information and direct instruction by teachers (Noviyana et al., 2025). This model tends to limit students' active interaction with the learning material. Information is usually presented in a fixed sequence without adapting to students' curiosity or responses in the moment. However, to develop problem-solving skills, students need to be actively involved in the learning process. This approach can limit students' creativity in finding solutions and dampen their interest in mathematics (Santagata et al., 2018).

Based on facts found in the field, there are still many fifth-grade elementary school students in Kelapa Lima District, Kupang City, who have difficulty understanding problems when solving story problems. This can be seen from the results of students' work when solving problems. Students do not fully understand the wording of the word problem, making them unable to identify the information they already know and determine what is being asked. Fifth-grade students do not fully understand the problems in the questions, so they make mistakes in planning how to solve them. This is evident from the results of the students' work. Incorrect plans for solving problems are evident from the incorrect use of mathematical symbols, resulting in incorrect mathematical equations. Inadequate problem-solving plans lead to errors in the problem-solving process. The problem-solving process is related to students' ability to perform arithmetic operations. Some fifth-grade elementary school students make mistakes in the planning process, which affects the results of problem-solving.

2. Diketahui: Jumlah Pohon pisang 65 Pohon
= $\frac{1}{4}$ dari Jumlah Pohon adalah Sengon ✓
= $\frac{2}{3}$ dari Jumlah Pohon adalah Sawo ✓
Ditanya: Berapa Jumlah keseluruhan pohon yang ada di kebun? ✓
a) Jawab: $\frac{1}{4} + \frac{2}{3} = \frac{12}{12} + \frac{8}{12} = \frac{20}{12} = \frac{5}{3}$ ✓
Bagian Pisang: $\frac{1}{2}$ perhitungan sudah benar
b) Jumlah Seluruh Pohon
 $\frac{1}{2} \times$ Jumlah Seluruh Pohon = 65
Jumlah Pohon = 65 : $\frac{1}{2}$
 3×12
 $2 \times 12 = 3 \times 12$
 $4 = 12 : 3$
 $8 = 4$
 $65 \times 12 = 780$ Pohon ✓ → dapat dicari mana ?

Figure 1. The results of the students' work.

In the classroom learning process, problem-solving questions are given towards the end of the learning topic. This results in students having a poor understanding of the integration of the mathematical concepts they have learned into their daily life. Learning is focused on students' ability to perform calculations, so students have a poor understanding of the problem-solving questions given in text form.

Previous studies have been conducted to determine the learning methods that influence elementary school students' mathematical problem-solving abilities. The study conducted by Gyanthi et al. (2023) applied the Logan Avenue Problem Solving (LAPS)-Heuristic method to fifth-grade elementary school students. The findings of this study indicate that the LAPS-Heuristic method can assist students in learning mathematics, thereby enhancing their problem-solving abilities. This study implies that the implementation of the LAPS-Heuristic learning model has a positive impact on students' learning conditions because students can learn collaboratively. However, this study did not apply the Schema-Based Instruction (SBI) method to improve students' problem-solving abilities.

Previous research was conducted by Skinner and Cuevas (2023), who applied SBI to the mathematics learning of third-grade elementary school students. The findings of this study indicate that the SBI method can help third-grade elementary school students develop problem-solving skills. This study did not combine the SBI method with other learning methods that could improve students' problem-solving skills.

Unlike previous studies, this study develops mathematical problem-solving skills using the Teams Games Tournament (TGT) method, which is a modification of the Schema Based Instruction (SBI) method. This study aims to determine whether there is a difference in the mathematical problem-solving skills of students who learn using the Teams Games Tournament (TGT) method, which is a modification of the Schema Based Instruction (SBI) method, compared to students who use the expository method.

The Teams Games Tournament (TGT) method is a cooperative learning model. (2016) suggests two reasons why cooperative models are good for learning. The first reason is that cooperative learning can improve students' learning achievement, enhance social relationships, foster attitudes of humility towards oneself and others, and increase self-esteem. Second, cooperative learning can fulfill students' needs in learning to think, solve problems, and integrate knowledge with skills. The TGT method is often implemented in mathematics, Indonesian language, and natural science subjects, which can be used from second grade elementary school to university level (Priansa, 2017).

Solving mathematical problems requires the ability to apply various strategies and different solution models (Kaitera & Harmoinen, 2022). Appropriate teaching methods are needed to help students develop different solution models for each problem-solving question. The Schema Based Instruction (SBI) method is a schematic diagram teaching model for encoding information in problems that helps solve problem-solving questions (Desmarais et al., 2019). The SBI method helps students create cognitive structures from the information obtained in mathematical problem-solving questions (Jung et al., 2022). In SBI, students identify and complete schematic diagrams, identify solution plans, implement plans, and check their accuracy (Peltier & Vannest, 2017).

In the classroom learning process, the TGT method can be combined with other learning methods to achieve the expected learning objectives (Slavin, 2016). In this study, the researcher modified the TGT method with the Schema-Based Instruction (SBI) method. One implication of the TGT method, which is a cooperative method, is that students in a group can help other students solve problems and perform the correct calculation procedures in the context of a game (Davidson,

1991). This indicates that in the application of the TGT method, students play an active role in learning and collaborating in groups. The problem-solving process can be completed by students using problem-solving schemes, so the researcher applied the SBI method in the initial stage.

Mathematical problem solving requires the ability to apply various strategies and different solution models (Kaitera & Harmoinen, 2022). Appropriate learning methods are needed to help students develop different solution models for each problem-solving question. Modifications to the TGT and SBI learning methods aim to help students solve mathematical problem-solving questions. The SBI method helps students create cognitive structures from the information obtained in mathematical problem-solving questions (Jung et al., 2022). In SBI, students identify and complete schematic diagrams, identify solution plans, implement plans, and check their accuracy (Peltier & Vannest, 2017). In the TGT method, students are allowed to learn in groups and play, making learning more enjoyable for elementary school students. Learning in groups facilitates students to support and help each other, ensuring that every group member learns so they can achieve the best score for their team during the play phase (Slavin, 2016). This play phase trains students to compete positively and test their abilities against the concepts they have learned.

Mathematical Problem-Solving Skills

Problem-solving skills are one of the competencies required in the learning process. Since Polya pioneered problem-solving strategies, the development of problem-solving skills has been a focus at all levels of education to this day (Suntari et al., 2023). According to Polya (1973), problem-solving is the process of finding a way out of difficulty to achieve a goal. Problem-solving is a process that prioritizes strategic steps taken to solve a problem and ultimately find an answer to that problem (Kopparla et al., 2019). According to Pramuditya et al. (2022), problem-solving ability can be defined as the ability to solve problems through appropriate steps and strategies to obtain solutions. Problem-solving ability is an effort or process of thinking to solve problems with appropriate strategies to find solutions and achieve goals.

Kilpatrick et al. (2001) define mathematical problem-solving ability as the ability to use mathematical knowledge in understanding,

formulating, solving, and communicating problems in everyday contexts. Kilpatrick et al.'s opinion is supported by Ling and Mahmud (2023), who explain that mathematical problem-solving ability is the ability to deal with various mathematical problems in everyday life based on each individual's understanding and creativity. Problems in everyday life can be expressed using mathematical notation, text, or images (Kaskens et al., 2020). Mathematical problem-solving ability is the ability of students to solve problems that occur in the context of everyday life. Mathematics learning should be contextualized within students' everyday experiences to facilitate the construction of relevant knowledge and foster the development of effective problem-solving skills.

Mathematics can actually be taught through problem-solving, enabling students to engage in meaningful problem-solving tasks to develop conceptual understanding (Kaitera & Harmoinen, 2022). Furthermore, Voica et al (2020) state that problem-solving skills help students develop new knowledge, solve problems that arise, apply and use various strategies, and reflect on and monitor the problem-solving process. The problems that students need to solve should challenge them cognitively so that they are faced with productive struggles in mathematical problem solving (J. W. Son & Lee, 2021). Thus, mathematical problem solving is both a competency in itself and a means of expanding mathematical knowledge (Son & Lee, 2021).

According to Mayasari et al. (2021), problem-solving skills need to be taught in classroom learning because they help students develop thinking skills, choose problem-solving strategies, have confidence when solving problems, improve their ability to connect several mathematical concepts, improve their ability to evaluate solutions to problems, and enhance cooperative attitudes in learning. Additionally, Fitriani et al. (2023) suggest that mathematical problem-solving skills can help students learn concepts in other subjects (Fitriani et al., 2023). Based on the opinions of the experts above, it can be concluded that the purpose of mathematical problem-solving is to develop conceptual understanding, solve problems, apply knowledge to real-life contexts, learn collaboratively, and expand mathematical knowledge.

According to the National Council of Teachers of Mathematics (2000), the standards for problem-solving skills for students from kindergarten to grade 12 are: (1) students can build new mathematical knowledge through problem-solving; (2) students can solve problems in

mathematical and other contexts; (3) students can apply and adapt various strategies to solve problems; and (4) students can monitor and reflect on the process of solving mathematical problems. Teachers play an important role in learning to support and facilitate students in achieving the expected standards. Teachers can help students by providing meaningful problems that are appropriate for the students' level of understanding, assessing students' understanding and use of strategies, and valuing every idea presented by students (NCTM, 2000). Students can develop mathematical problem-solving skills through the learning process in the classroom. Therefore, teachers need to provide a comfortable learning environment and give students the opportunity to solve problem-solving questions.

Teams Games Tournament (TGT) Method

The Teams Games Tournament (TGT) method is one of the cooperative learning methods. According to Johnson and Johnson (1999), the TGT method is one of the methods in the cooperative learning approach that uses group games and tournaments as tools to increase student engagement and learning achievement. This view is supported by Woolfolk (2014), who defines the TGT method as a group learning method that involves competition and tournaments in games to help students learn in a fun and motivating way. The TGT method is a group learning method that uses group discussions, games, and tournaments to make learning more enjoyable and motivating for students.

According to Johnson and Johnson (1999), the purpose of the TGT method is to increase student involvement in the learning process because they are involved in group discussion and game activities. Group learning can improve students' social skills to work together, communicate, and collaborate with team members. In the TGT method, students are given the opportunity to play, thereby increasing their motivation to learn and actively participate in learning activities.

The other purpose of the TGT method is to improve cooperation among students in solving problems and provide opportunities to express opinions and ideas (Priansa, 2017). Learning using the TGT method can help students develop a positive attitude toward mathematics learning.

Group discussions help reduce feelings of inferiority in students with lower abilities and help them achieve better academic performance.

According to Slavin (2005), the syntax or stages of learning the TGT method are as follows:

1. Class presentation. At this stage, the teacher explains the material that students will learn in the lesson. At this stage, the teacher can explain using various learning methods and media that support students in understanding the material to be studied.
2. Teams. Students are divided into groups of four to five people. The division of group members represents diversity in the class, such as academic ability, gender, race, and ethnicity. After the teacher explains the material, a discussion sheet or other activities are given to be done together in groups. Each member ensures that they perform their tasks well and help other group members.
3. Games. Games consist of questions with content relevant to testing the knowledge students have acquired during the class presentation and group discussion stages. Games can take the form of questions written on numbered cards. Each group member takes turns picking up a card and answering the question written on it.
4. Tournament. A tournament is a structure in which the game takes place. The points that students have earned in the game stage are accumulated in this stage. The tournament is held at tournament tables that have been prepared. Students sit at the tournament tables according to the division announced by the teacher.
5. Team recognition. After the tournament is over, immediately calculate the total points earned by each group. From the calculation of points, data will be obtained for the groups that earned the highest points to the lowest points. Each group receives an award from the teacher according to the class agreement that has been determined.

Schema-Based Instruction (SBI)

The Schema-Based Instruction (SBI) method evolved from the ideas of Marshall (1995), who applied schema theory to solve mathematical word problems (Peltier et al., 2020). According to Kintsch (1998), the SBI

method is a method that involves the use of cognitive schemas to help students construct meaning and understand texts. The SBI method is a method that uses schemas to help students solve problem-solving questions, especially story problems.

Schemas are defined as mental representations that enable students to solve a problem (Mayer & Hegarty, 2012). According to Kirschner and Hendrick (2020), over the past few decades, this concept has taken on a central role in formal teaching and learning. Schemas are mental frameworks or models of problems that need to be solved. Students use schemas to organize and solve story problems (Powell, 2011). The broader the schema, the more likely students are to recognize the connection between strategies that have been taught and problems that have not been taught but use the same strategies (Fuchs, et al., 2006). This is known as “transfer” and is considered one of the most important goals of teaching (Soderstrom & Bjork, 2015). Students who are successful in problem-solving create a complete mental representation of the problem schema, which in turn enables them to recall the information needed to solve the problem.

According to Diezmann and English (2001), drawing diagrams provides a clearer picture when solving problems, thereby providing a basis for solving problems correctly. This is also supported by the opinion of Fede et al. (2013) that students who are able to draw diagrams accurately almost always choose the correct problem-solving strategy. Furthermore, he explains that identifying the type of diagram appropriate to the problem helps students in solving the problem.

The SBI method teaches students to identify the underlying structure of word problems, select and complete the related schematic diagrams, write numerical sentences that facilitate solutions, perform calculations, and review the solutions that have been worked out (Peltier et al., 2020). This is also supported by Hughes & Cuevas (2020), who state that in SBI, students learn to categorize problem-solving story problems based on problem structure. The SBI method can be used as a method to help students solve mathematical problems in story problems by completing schematic diagrams appropriate to the type of problem they wish to solve.

According to Hord and Xin (2013), the SBI method emphasizes the semantic analysis of word problems and mapping problems into schematic diagrams specific to various types of problems (e.g., changing,

grouping, and comparing). This view is complemented by Xin (2019), who states that in SBI, students need to identify the type of problem (e.g., changing, combining or grouping, comparing or differing), then represent the problem in an appropriate schematic diagram, and finally make a decision about the choice of operations for the solution.

Expository Method

According to Womack (1989), the expository method is a learning method in which the teacher plays a role in delivering learning material and instructions to be carried out by students. According to Sumantri (2016), the expository method is a learning method that provides opportunities for teachers to convey facts, principles, and important information to students. According to Sanjaya (2018), the expository method is a teaching method emphasizes the process of storytelling delivered by the teacher and listened to by students to master the learning material presented by the teacher. The expository method emphasizes the role of the teacher in conveying information to students in the learning process.

According to Hidayati et al. (2019), the expository method is a more practical teaching method, where the lesson material is presented in a neat, systematic, and complete form prepared by the teacher, allowing students to listen and absorb it in an orderly and structured manner. This method has the advantage of enabling teachers to control the class more easily and organize the class more simply. However, according to Hidayati et al. (2019), this method does not encourage students to be actively involved in the process of discovering mathematical concepts; students tend to accept what has been prepared by the teacher. This is also supported by the opinion of Egbo (2014) that the expository method creates space for intellectual passivity and promotes rote learning among students. This can result in low academic achievement among students. The expository method is a teaching method where information is conveyed verbally by the teacher with the aim of explaining, elaborating, or revealing a topic or concept in detail. Students are expected to pay attention to the teacher's explanations and follow the instructions given. Learning is focused on the teacher's delivery of information, so students are less actively involved in the learning process.

According to Womack (1989), the expository method can be effectively implemented in learning if the teacher prepares a lesson plan that aligns with students' needs. The expository method emphasizes the teacher's role as the primary source of information, making it crucial for teachers to thoroughly prepare the instructional materials they will teach. Furthermore, Womack (1989) explains that teachers should anticipate which parts of the lesson require repetition to ensure students understand the material being presented. Teachers must also prepare formative and summative assessments that are systematically planned so that students' understanding of the learning material can be measured and evaluated on a regular basis.

According to Sanjaya (2018), there are four principles in the expository method. The first principle is goal-oriented. The expository method can help students achieve learning objectives. The explanations provided by teachers are important things that students need to achieve learning objectives. Teachers using the expository method need to clearly determine learning objectives before starting teaching. These objectives must be specific, measurable, achievable, relevant, and time-bound. This helps students focus on important information and guides the teaching process.

The second principle is communication. It is necessary to convey information clearly and effectively to students so that they can understand the information presented by the teacher. Teachers play a role in conveying important information, so it is necessary to use interesting ways of conveying information so that students can pay attention to the teacher's explanations. Intonation and clarity are needed when teachers deliver material. Adjusting communication style, teaching tempo, and the level of complexity of the material can increase the effectiveness of communication.

The third principle is readiness. The principle of readiness in the expository method highlights the importance of ensuring that students have the intellectual readiness and mental preparation to receive and understand the material being taught. Students must listen to the explanations given by the teacher, so it is very important to prepare students before the teacher begins explaining the material. The fourth principle is continuity. Learning using the expository method encourages students to seek and discover new insights through the process of independent learning.

Sanjaya (2018) mentions several characteristics of the expository method, namely:

1. The delivery of learning material is done verbally by the teacher. Good communication skills are required when the teacher delivers the lesson.
2. Usually, the learning material delivered consists of data, facts, and certain concepts that are memorized, so it does not require students to think critically.
3. The learning objective is mastery of the material so that after the learning process ends, students can correctly understand and restate the material that has been explained.

According to Lumbantoruan (2022), the expository learning method emphasizes the verbal delivery of material from an educator to learners. He further explains that the expository learning strategy is not appropriate for mathematics learning. This is because mathematics material requires conceptual knowledge transfer, formula proof, explaining how to solve problems, and understanding one material in relation to another. The concepts of mathematics material. According to Lumbantoruan (2022), the teacher's purpose in using expository strategies is for students to understand the basic concepts of a newly learned material and master the lesson material in a structured and comprehensive manner.

According to (Roemintoyo et al., 2022), the expository method is often used in learning because it allows teachers to control student order during the learning process and can be used to explain learning material with a broad scope. He also explains that this method can be used in classes with a large number of students. The focus of this method is student academic achievement. This also needs to be supported by the teacher's skills in delivering learning material.

Research Method

This study was conducted on fifth-grade students at a public school in Kupang City, East Nusa Tenggara. The research was conducted from February to June 2025. There were four study groups in the fifth grade, namely classes VA, VB, VC, and VD, with a total of 108 students. Fifth grade students have the same average mathematics ability as seen from

the average student report on card scores. This study used an experimental research method. Experimental research explains whether an intervention affects the results for one group compared to another group (Cresswell, 2012). The experimental group and control group in the experimental method are related to efforts to measure the effects of a treatment or manipulation of independent variables on dependent variables in a reliable manner. In this research design, there are control and experimental groups. The experimental class received treatment in the form of the application of the Teams Games Tournament (TGT) method modified by Schema-Based Instruction (SBI). Meanwhile, the control class did not receive treatment, where the teacher taught using the usual learning method, namely the expository method.

This study uses an experimental research method with a posttest-only control group design. According to Campbell and Stanley (1963), a posttest-only control group design is an experimental design in which the control group and treatment group are measured after the treatment is administered. In this design, the researcher collected data after the treatment was given to the treatment group and the control group to determine whether there were differences between the two groups (Fraenkel and Wallen, 2006). The research design can be presented in the following table:

Table 1. Experimental Design Post-test Only Control Group Design

Group	Treatment	<i>Post-test</i>
R	X	O ₁
R	-	O ₂

Research variables are attributes, characteristics, or values of individuals, objects, or activities that have certain variations selected by researchers to be studied, and then conclusions are drawn (Sugiyono, 2013). The variables in this study are:

1. The dependent variable is mathematical problem-solving ability.
2. The independent variable is the modified SBI TGT learning method.

Data Collection Techniques

The instrument for testing mathematical problem-solving ability consists of essay questions with rubric-based measurement criteria. This test is conducted to measure students' mathematical problem-solving ability before and after treatment. The number of essay questions completed by students is 6. Students' mathematical problem-solving ability can be calculated from the scores or grades obtained by students on indicators such as the ability to solve problems in a mathematical context, solve mathematical problems related to everyday life contexts, and apply appropriate strategies to solve mathematical problems. Scores were obtained from the evaluation results using essay assessment techniques from the mathematical problem-solving ability variable. The test was administered to students at the end of the learning process related to fractions. The questions used were valid and reliable.

Table 2. Rubric for assessing students' mathematical problem-solving abilities in grade 5

Indicators	Criteria	Score
understanding the problem	no answer	0
	write down some of the information correctly	1
	write down all the information correctly	2
	write down the information asked correctly	1
planning a strategy to solve the problem	no answer	
	Write down the strategy used	1
	Write down a mathematical model to solve the problem correctly.	2
implementing the plan to solve the problem	no answer	0
	Perform calculations correctly according to the concept	1
	Write down the problem-solving process correctly	1
	Write down the final answer correctly.	1
	Write down the conclusion of the problem that has been solved.	1
Total Score		10

Table 3. Question for assessing students' mathematical problem-solving abilities in grade 5

1. Mr. Amos has a garden planted with cassava, sapodilla, and banana trees. One-quarter of the trees are cassava, two-thirds are sapodilla, and the rest are banana trees. If there are 65 banana trees in the garden, how many trees are there in total?
2. The Mince family harvested $12 \frac{1}{2}$ kg of peanuts to sell at the market. The peanuts will be packed in plastic bags with a capacity of $2 \frac{5}{10}$ kg. The selling price per bag is Rp. 45,000. How many bags are needed to store the peanuts? How much income will the Mince family earn from selling peanuts?
3. Mrs. Yanti has 420 mangoes from her harvest in the garden. She gives $\frac{1}{3}$ of the harvest to Mrs. Vera and $\frac{2}{7}$ of the harvest to Mrs. Susan to sell. How many mangoes are left?

In this study, the researcher acted as a teacher who taught the experimental class and the control class. To ensure that the treatment given by applying the modified SBI TGT method and the expository method was carried out in accordance with the learning stages, the researcher used a learning method implementation observation sheet. This observation sheet was filled out by the classroom teacher while the researcher was teaching. This supports the fact that the learning process in the experimental class and control class was in accordance with the appropriate learning stages.

Research Results

The research results present a description of the problem-solving abilities of students who learned using the Teams Games Tournament (TGT) method modified by Schema-Based Instruction (SBI) and students who learned using the expository method. Then, the prerequisite test and research hypothesis test will be presented. The learning outcomes measured are the mathematical problem-solving abilities of students

who learn using the TGT method modified by SBI and students who learn using the expository method.

Table 4. Mean Score of Mathematical Problem-Solving Ability

Learning Method	Max Test Score	Min Test Score	Average	
			Problem-Solving Ability Score	Deviation standard
SBI modified TGT	92	40	83.50	11.294
Expository	85	40	57.00	11.827
SBI modified TGT	85	40	60.00	13.733
Expository	88	55	72.39	10.336
SBI modified TGT	92	40	71.75	17.192
Expository	88	55	64.69	13.444

The table above shows that the average mathematical problem-solving ability in the experimental group was higher than that in the control group by a margin of 7.06. A prerequisite test was conducted before performing inferential analysis. The normality of the overall data was tested using Kolmogorov-Smirnov.

Table 5. Test of Normality of The Mean Score of Problem-Solving Ability

Group	Statistic	Df	Score Sig.	H ₀
SBI modified TGT	0.962	18	0.635	Accept
Expository	0.936	18	0.251	
SBI modified TGT	0.923	18	0.144	
Expository	0.934	18	0.225	
Learning Method	0.083	72	0.200	Accept

Next, a homogeneity test was conducted. The results of the homogeneity test are presented in the table below.

Table 6. Homogeneity test of problem-solving ability scores

Levene Statistic	df1	df2	Skor Sig.	H ₀
1.751	3	68	0.165	Accept

Based on the table above, it can be seen that the significance value is above 0.05 in both the group and overall normality tests, so it can be concluded that the data is normally distributed. The table shows that the research data have homogeneous variance. Thus, the data meet the prerequisite test and can proceed to the parametric test. A two-way ANOVA test was conducted to determine the difference in mathematical problem-solving ability between students who learned using the modified SBI TGT method and those who learned using the expository method. The results of the two-way ANOVA test are presented in the following table:

Table 7. Two-way ANOVA calculation results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4389.389 ^a	3	1463.130	11.615	0.000
Intercept	363804.500	1	363804.500	2887.974	0.000
A	1250.000	1	1250.000	9.923	0.002
A * B	2738.000	1	2738.000	21.735	0.000

The table shows that the learning method factor has a significance value of < 0.05 , namely 0.002, so H₀ is rejected. This indicates that the mathematical problem-solving abilities of students who learn using the modified SBI TGT method are significantly better than those of students who learn using the expository method.

Discussion of Research Results

The results of the analysis in this study indicate that there is a significant difference in problem-solving ability between students who learn using the Teams Games Tournament (TGT) method modified from the Schema Based Instruction (SBI) method and students who learn using the expository method. This conclusion was obtained from the significance value of the learning method factor in the calculation results using SPSS of 0.002 (see Table 4). The difference in problem-solving abilities was due to the fact that learning with the modified SBI TGT method was carried out in groups, and each group had varying levels of ability so that they could discuss and help each other. Students who are already skilled in problem-solving (experts) explain the steps to solve problems to students who are not yet skilled (novices). The explanations provided by peers use everyday language that is easy to understand, so that the students being helped can understand the explanations given. The discussion process aims to enable all group members to solve mathematical problems. The results of this study are in line with the research conducted by Priansa (2017) that learning and discussion in groups provide opportunities for students to help each other in solving problems.

The results of the study indicate that learning that implements the modified SBI TGT method helps students understand the information in the questions and gives meaning to that information. The information that has been understood is entered into a scheme that helps them understand the relationship between the known information and the problem that needs to be solved (Powell, 2011). At the beginning of the learning process, students listened to the teacher's explanation of the types of problem-solving schemes. After students became familiar with the types of schemes, they learned to enter the known and asked for information according to the schemes that had been taught. This process facilitates students' ability to carefully select important information that fits the problem-solving scheme. Then, students can understand the continuity between the known information and the problem that needs to be solved through the scheme that has been created. This is in line with research conducted by Xin (2019) that students need to understand the types of problem-solving schemes and then represent the problem in the appropriate scheme.

The application of the modified SBI TGT method in learning facilitates students' ability to plan problem-solving strategies. This occurs because the scheme created is a visualization of important information and questions, so that students' ability to plan strategies is evident through their ability to create appropriate solution schemes. Schemas provide a structure that organizes information into well-defined categories (Jitendra et al., 2011). The strategy of creating schemas or diagrams allows students to illustrate the relationships between different parts based on the information in a problem, thereby gaining a clearer understanding (Reys et al., 2009). Information already entered into the schema allows students to quickly access relevant knowledge from previous experiences or learning. Schemas are organized based on familiar concepts or situations, enabling students to recall and apply previously learned solutions to new problems with similar structures. Research conducted by Hughes and Cuevas (2020) also states that the SBI method helps students learn to categorize problem-solving questions based on the structure of the problem so that they can plan the right solution.

Learning in the control class applied an expository method that did not facilitate students' ability to analyze problems and find solutions. Students mostly listened to the information presented by the teacher, so their role became passive. The teacher's explanations contained concepts and procedures, but solving problems requires experience and pattern recognition to help students solve problems. When students do not participate actively, their opportunities to practice these skills are reduced. This is in line with the results of research by Hidayati et al. (2019) that the expository method does not make students very involved in the process of discovering mathematical concepts because students tend to accept what has been conveyed by the teacher.

Students who are less able to solve problems find it even more difficult when learning using the expository method. They are given fewer opportunities to discuss with peers who are more proficient because they rely solely on the information explained by the teacher. Meanwhile, problem-solving is often more effective through discussion and collaboration, where students can exchange ideas and strategies. Learning with the expository method emphasizes the individual role of students in understanding the information conveyed by the teacher. This is ineffective because each class has students with different problem-

solving abilities. The expository method is not appropriate for mathematics lessons because it does not provide sufficient space for interaction between students (Lumbantoruan, 2022).

Based on the above explanation, it can be concluded that students who learn in experimental classes that apply the modified SBI TGT method have higher problem-solving abilities than students who learn in control classes that apply the expository method.

Implications

The application of the modified Teams Games Tournament (TGT) method with the Schema-Based Instruction (SBI) method has a significant positive impact on students' mathematical problem-solving abilities. Through teamwork, students can share knowledge and problem-solving strategies that can improve their deep understanding of mathematical concepts. Teachers need to convey the rules before students discuss them in groups so that discussion time can help students help each other solve problems. These rules can be conveyed before each discussion. Teachers convey the rules verbally and in writing, displayed via a projector.

Teachers need to manage time effectively during group discussions so that the focus is on the objectives and tasks to be completed, and irrelevant topics are avoided. Managing time during discussions also helps students learn to manage their own time better. This is a useful skill in everyday life.

The use of schemas to solve mathematical problems helps students organize mathematical information and concepts into structured schemas, making it easier for them to understand and remember the material. Teachers need to repeatedly explain the types of problem-solving schemes that students can use. Explanations about the types of schemes need to be done gradually so that students do not find it difficult to remember all the types of schemes. Teachers can start with schemes that students encounter more often in their daily lives.

The tournament and game stages create a fun and challenging learning environment that can increase students' motivation to learn and participate actively. Teachers need to convey the rules of the game and ensure that students understand the rules given. During the game, teachers can use an online timer displayed via a projector so that

students can see the time elapsing and focus on completing the questions within the given time. This also helps teachers avoid subjectively granting additional time to certain students. Students can use specific identification markers displaying their names and group names when playing at the tournament table. These markers can be name cards or hats worn by students on their heads.

Conclusion

The problem-solving abilities of students who learn in classes that implement the Teams Games Tournament (TGT) method modified by Schema-Based Instruction (SBI) are higher than those of students who learn in classes that implement the expository method. Learning that applies to the TGT method modified by SBI provides opportunities for students to discuss and help each other in groups. The use of schemas helps students understand information and gives meaning to that information. The schemes created also help students plan solutions to problems. Learning in classrooms that apply the expository method does not facilitate students in solving problems because the information source is conveyed by the teacher, thus providing less space for students to interact with each other.

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LANGUAGE ACQUISITION STRATEGY INVENTORY FOR AUTONOMOUS LEARNERS: DISPLAYING STUDENTS' ACADEMIC WRITING SKILLS THROUGH BLENDED LEARNING

[INVENTARIS STRATEGI PEMBELAJARAN BAHASA UNTUK PEMBELAJAR MANDIRI: MENUNJUKKAN KEMAMPUAN MENULIS AKADEMIK SISWA MELALUI PEMBELAJARAN BLENDED]

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Abstract

The pedagogical implementation of blended learning, which advances students' autonomous learning and mastery, shapes academic writing performance in higher education. Nevertheless, more study is needed to examine how autonomous learning and language acquisition strategies affect college students' academic writing products in blended learning settings. The current study examines the academic writing performance of students in language learning and autonomous learning strategies they employed through blended learning. This is a mixed-method research design which twenty-seven students in higher education participated in this study. They were evaluated using questionnaires on

autonomous learning and strategy inventory language learning and writing tests. The study found that the academic writing scores of the participants ranged from 50.5 to 96, which was indicative of low autonomy. A range of 51 to 94.5 scores suggests that learners are highly autonomous. In addition, 39.51% of participants preferred memory strategies, 14.81% preferred compensatory strategies, and 2.47% preferred cognitive strategies. In the study, 11.11% of participants implemented affective strategies, 4.94% employed social strategies, and 27.16% employed metacognitive strategies. Moreover, the study found the preferred strategies employed by participants to develop their academic writing skills through varying engagement and retention strategies related to language knowledge, which, in turn, influence their academic writing performance. It is essential to take these preferences into account when creating a language learning strategy inventory for English academic writing courses in higher education, as this will foster autonomous learning. Additionally, the development of engaging blended learning activities is expected to enhance students' academic writing skills.

Keywords: academic writing skills; autonomous learner; blended learning; strategy inventory language learning

Abstrak

Implementasi pedagogis pembelajaran campuran, yang mendorong pembelajaran mandiri dan kemampuan mahasiswa, memengaruhi kinerja penulisan akademik di perguruan tinggi. Namun, diperlukan penelitian lebih lanjut untuk mengkaji bagaimana pembelajaran mandiri dan strategi akuisisi bahasa memengaruhi produk penulisan akademik mahasiswa dalam lingkungan pembelajaran campuran. Penelitian ini mengkaji kinerja

penulisan akademik mahasiswa dalam pembelajaran bahasa dan strategi pembelajaran mandiri yang mereka terapkan melalui pembelajaran campuran. Metode penelitian campuran dilakukan dengan melibatkan 27 mahasiswa dengan menggunakan kuesioner tentang pembelajaran mandiri, inventaris strategi pembelajaran bahasa, dan tes menulis. Temuan penelitian menunjukkan bahwa peserta umumnya menunjukkan tingkat otonomi belajar yang rendah dalam proses penulisan artikel akademik mereka. Selain itu, ditemukan preferensi yang bervariasi terhadap strategi pembelajaran bahasa, dengan kecenderungan yang jelas terhadap penggunaan strategi berbasis memori dibandingkan dengan strategi kognitif, sosial, atau afektif. Pola ini menunjukkan bahwa peserta lebih mengandalkan strategi yang melibatkan retensi informasi daripada strategi yang mendorong interaksi, refleksi, atau regulasi emosional dalam proses penulisan. Selain itu, penelitian ini menemukan strategi yang disukai oleh peserta dalam mengembangkan keterampilan menulis akademik mereka melalui berbagai strategi keterlibatan dan retensi yang berkaitan dengan pengetahuan bahasa, yang pada gilirannya mempengaruhi kinerja menulis akademik mereka. Penting untuk mempertimbangkan preferensi belajar mahasiswa saat mengembangkan rencana pembelajaran menulis akademik bahasa Inggris di perguruan tinggi, karena hal ini akan mendorong pembelajaran mandiri. Selain itu, pengembangan aktivitas pembelajaran campuran yang menarik diharapkan dapat meningkatkan keterampilan menulis akademik mahasiswa.

Kata Kunci: keterampilan menulis akademik; pembelajar mandiri; pembelajaran campuran; inventaris strategi pembelajaran bahasa

Introduction

A growing consensus exists that a return to normalcy is preferable to any development during the remote teaching milieu, prompting a reevaluation of educational beliefs. In the aftermath of the remote teaching milieu, educational implementation remains focused on ensuring students' mastery of competencies while accommodating their autonomous learning requirements (Jiang, 2020; Rapanta et al., 2021; Yujing, 2021). Afterward, blended learning was implemented and garnered substantial attention due to the integration of technology into face-to-face instruction. It is an option to be considered for implementation, as it is perceived to be the most effective mode of instruction by higher educational institutions, as it combines technology-mediated instruction with face-to-face instruction. This combination is known to provide continuous, flexible, and timely learning (Rasheed et al., 2020). Moreover, learning occurs during face-to-face sessions at designated times and extends to online environments, allowing students to engage at their convenience, irrespective of location or time. Nonetheless, some in higher education saw it as a threat to the established order. It aims to challenge the entrenched customs of the conventional pedagogical methods employed by numerous physical institutions that have, until now, relied exclusively on student tuition in a face-to-face setting (Bouilheres et al., 2020; GOCTU, 2017). It is essential to establish a link between students' expectations and the learning strategies they select.

In addition, this topic is addressed in an academic writing course specifically structured to enhance the written English skills of collegiate learners. Notwithstanding this, the substantial disparity in students' writing aptitudes and levels of motivation in the context of higher education continues to pose a barrier to effective writing instruction. Furthermore, it is difficult to ensure that students with the lowest motivation and self-regulated learning levels complete the mandatory coursework.

Academic Writing

Academic achievement is contingent upon students' writing skills and talent in higher education institutions (HEI). Academic writing necessitates learning a fresh set of regulations and the ability to adhere to them, which often differ across disciplines (Paltridge, 2004). The target audience and intended purpose of a piece of writing differ based on its context. However, non-native students' writing difficulties are further compounded by the discrepancy between the difficulty level and the expected standards in their countries of origin.

Academic writing consists of various forms, such as research projects, reports, essays, and reflective works. Students are expected to conform to a prescribed set of conventions regarding the structure, substance, and genres of their writing. This can challenge specific individuals (Gopee & Deane, 2013; Xie & Lei, 2022). Moreover, students are expected to exhibit descriptive, analytical, persuasive, and critical reasoning abilities as a mandatory skill. In order to develop their writing abilities, students should obtain skills in self-reflection, vocabulary, and grammar (Teng & Wang, 2022). In addition to constructing an accurate representation of reality, the writer must negotiate with the reader their perspective on these writing elements through the text's construction (Matsuda & Silva, 2020). At this juncture, writing necessitates a multifaceted skill that encompasses both writing components and the writers' persistence, as it involves their metacognitive awareness and self-regulation.

In addition, the primary objective of academic writing courses in higher education is to equip students with the necessary skills and knowledge to compose proficiently within their chosen academic field and their discipline (Hyland, 2013). To fulfill this objective, an academically oriented instructional component of English was developed to impart study skills to students (Bakry, 2021). Students also prefer constructing and reconstructing their academic identities through writing and engaging in academic phenomena to increase their knowledge in this field (Esfandiari et al., 2022). Writing, nevertheless, necessitates a nonlinear progression that extends beyond mere cognition, strategy, and composition. It is generally recursive. Students often engage in a process of pausing, reviewing, and revising their written work prior to proceeding to the subsequent section.

Consequently, it is imperative that writing be evaluated at each developmental stage. The stages of the nonlinear writing process paradigm include pre-writing (planning), drafting, receiving feedback, and revising or rewriting. Through writing, students can explore, clarify, and generate new concepts. The two key constraints of the writing process are intervention and awareness (Alias et al., 2012), which are exemplified by the student's constant access to constructive feedback from a teacher or peers and their awareness of the writing process.

Even though writing requires a systematic approach, classroom instruction time is limited. Students compose with differing degrees of fluency and velocities for academic purposes, complicating the management of writing courses. Furthermore, academic writing adheres to a process-oriented methodology (Bastalich, 2011). Students who finish their assignments ahead of their delayed peers may be required to wait. On the contrary, students who are more purposeful or lack motivation risk becoming irretrievably behind and ultimately abandoning the course. Delegating learning to students autonomously, contingent upon their personal interests, goals, and level of proficiency, is an extraordinarily efficacious approach.

Blended Learning

The post-remote teaching milieu has resulted in the growing popularity of blended learning in the learning process (BRENYA, 2022; Yu et al., 2023). It has garnered substantial attention and has been widely acknowledged as an innovative concept that seamlessly incorporates the advantages of conventional classroom instruction with ICT-supported learning through both online and offline opportunities. Furthermore, it seamlessly incorporates online and in-person learning, which may involve integrating computer-mediated instruction with face-to-face instruction or integrating classroom face-to-face learning experiences with online learning experiences (Hrastinski, 2019; Lalima & Lata Dangwal, 2017). The consensus is that blended learning relies on face-to-face and online learning as its fundamental components, with the potential for constructive and collaborative learning through computer-assisted learning.

The successful implementation of integrated learning necessitates rigorous efforts, a substantial budget, a positive attitude, and highly motivated teachers and students (Luo & Zhou, 2024; Masadeh, 2021). In addition, incorporating technology into face-to-face learning enhances the efficacy of providing continuous, flexible, and timely learning (Qamar et al., 2024). The primary participants in teaching-learning activities are students. Consequently, it is essential to ascertain their preparedness and perceptions for effective pedagogical implementation consistent with their backgrounds, abilities, characteristics, and learning preferences, particularly in a blended learning context, as specific learners may find it difficult to adjust to the new design and tools (Boelens et al., 2018; Kintu et al., 2017). At present, integrated learning is the most widely used and effective instructional method in educational institutions.

Learner Autonomy

The degree to which students are accountable for their education demonstrates learner autonomy (LA). It is an educational approach wherein the student is either fully equipped or has already begun to assume accountability for his learning (Dickinson, 1993). Additionally, the capacity for detachment, critical reflection, independent action, and decision-making can be interpreted as LA. Learner autonomy in the L2 classroom as being characterized by pedagogical principles, including learner engagement, reflection, and the appropriate use of target language (Little, 1991). Furthermore, autonomous learners possess knowledge of the teacher's objectives as they can discern the teacher's actions and comprehend the goals and purpose behind their work.

Students can formulate their learning objectives in conjunction with the teachers. Furthermore, they exemplify the values of students who can discern ineffectual learning strategies and subsequently employ them. They possess an extensive repertoire of strategies and are willing to relinquish those that could be replaced with more effective alternatives. Furthermore, by actively monitoring their learning, students can perform self-evaluation (Dickinson, 1993).

Autonomous learners are formed through the emotional involvement, intrinsic motivation, and encouragement and stimulation

that arise from their ability to shape their consciousness (Roth et al., 2019). They understand that they have the authority to determine and direct their learning activities (Benita, 2020). It also necessitates their capacity to forecast the level of active engagement that students should exhibit in academic pursuits and the cognitive processes they should engage in.

The student's self-awareness regarding language learning strategies that influence their preferred learning approach is occasionally linked to their learning commitments, policies, and multicultural upbringing (Oxford, 2018). In addition to enhancing students' motivation, requirements, and enjoyment, language-learning strategies can also improve their enjoyment of learning English. To achieve their learning objectives, foreign language learners employ English learning strategies, including specific English activities, learning skills, student behaviors, in-class and out-of-class learning, and procedures (Zou & Lertlit, 2022). Strategies that students employ to acquire English as a foreign language are considered to be maps or facilitators of language acquisition.

Both students and teachers can utilize the strategy inventory for language learning (SILL) to assess the application of particular language learning strategies by learners of a foreign language. As shown in Table 1, it was structured according to strategy categories, which comprised Memory, Cognitive, Compensation, Metacognitive, Affective, and Social (Oxford & Burry-Stock, 1995).

Table 1. Strategy inventory for language learning

Strategy	Descriptions
a. Memory strategies	Grouping, imaginary, rhyming, structured
b. Cognitive strategies	Reasoning, analyzing, summarizing (all reflective of deep processing), general practicing
c. Compensation strategies	To compensate for limited knowledge, such as guessing meanings from context in reading and listening, using synonyms and gestures to convey a meaning when

	the target language is not known (to compensate for limited knowledge)
d. Metacognitive strategies	Paying attention, seeking consciously for practice opportunities, planning for language tasks, self-evaluating progress, and monitoring error
e. Affective strategies	Emotional, motivational strategies, anxiety reduction, self-encouragement, self-reward
f. Social strategies	Asking questions, cooperating with native speakers of the language, and becoming culturally aware.

Understanding learning strategies has enormous potential in a blended learning situation, as it can illuminate the variations among college students. In order to facilitate their learning processes, they utilize a variety of learning strategies. Proficient language learners generally utilize an extensive array of strategies (Pawlak, 2021; Seng et al., 2023), given that understanding these strategies has unveiled their essential ramifications. Developing these strategies is optional throughout the learning process. Therefore, further study on students' learning practices in higher education should be done in order to foster autonomy in a blended learning setting.

The success of students' writing can be attributed, in part, to the implementation of language learning strategies (LLS) (Nejad et al., 2022). Students contribute to a more enjoyable and flexible writing process through their behaviors. Students are assisted in achieving their goals of increased proficiency, learner autonomy, and self-regulation with the aid of the appropriate LLS (Mu, 2005). The students employed second language learning strategies, which are dynamic and complex thoughts and actions, to regulate cognitive, emotional, and social aspects of themselves in a specific context. These strategies served multiple purposes, including (a) task completion, (b) language performance or use improvement, and (c) long-term proficiency enhancement (Oxford, 1990, 2016, 2018).

Autonomy learning and language learning strategies in the context of blended learning have been the subject of abundant research (Tsai, 2021; N. Wang et al., 2021; X. Wang & Zhang, 2022; Wong et al., 2020). Nevertheless, further research is still needed into how EFL writing students cultivate their autonomy via language learning strategies through blended learning. Consequently, the objective of this study was to ascertain the language learning and autonomous learning strategies that students employed to enhance their academic writing performance in the wake of remote learning milieu. The following research questions led the present investigation:

1. How does the student learning autonomy category align with their academic writing performance scores in blended learning?
2. In blended learning in a post-remote teaching environment, which language learning strategy do students employ to optimize their academic writing performance for essay development?

Research Method

This study employed a qualitative design, including twenty-seven participants, of whom 81.5% self-identified as female and the remaining as male. Quantitative methods were employed to investigate the relationships between variables and identify patterns in students' academic writing performance through descriptive statistics and inferential analysis. In addition, the data in Table 2 suggest that only 11.1% of students expressed dissatisfaction with their academic writing in English.

Table 2. Demographic data

Gender	
Male	18.5%
Female	81.5%
How students assess their English academic writing skills	
Not good	11.1%
Good	77.8%
Very good	11.1%

Instruments and Procedures

The study utilized the Autonomous Learning (AL) instruments (Dickinson, 1993) and Strategy Inventory Language Learning (SILL) (Oxford, 2018; Oxford & Burry-Stock, 1995) respectively. The AL questionnaire was developed to classify students as high or low-autonomy learners based on their self-reported behaviors and attitudes toward learning. Additionally, the SILL questionnaire was modified to assess the extent to which students employ various learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social). The frequency of students' use of these strategies will be evaluated on a Likert scale in this survey. In addition to closed-ended statements, the questionnaire allowed researchers to submit open-ended queries, which were then qualitatively analyzed.

The validity criteria were met by 53 of the 67 items of the AL instrument, which were validated using a sample of 31 participants. The AL instrument was found to have a reliability of 0.959. During the validation procedure, which involved 29 participants, the SILL instrument achieved a reliability rating of 0.925 for 31 out of 48 items. The classification analysis of the AL and SILL instruments was conducted exclusively with legitimate items. The AL levels of the study participants (N=27) were categorized into two distinct categories: low AL and high AL. The mean aggregate score determined the classification. The 53 assessment items analyzed in the discipline of AL yielded an average overall score of 187.613. Participants with achievement scores that exceeded the mean total score were allocated high AL, while those with scores that were below the mean total score were assigned low AL.

In a blended learning environment, students were also required to complete a standardized academic writing examination by composing an essay. A rubric was employed to evaluate the students' essays in accordance with the writing components.

Data Analysis Procedures

Research data from the participants was gathered using 31 SILL items. Social, memory, cognitive, compensatory, metacognitive, affective, and affective strategies comprised the subsequent groupings of the participants. The selection process for this classification relied on determining which participant utilized the most apparent strategy. An analysis of the mean scores of the questionnaire responses about memory, cognition, compensation, metacognition, affect, and social strategies was conducted in order to ascertain the principal approach utilized by the participants. Their most prevalent strategy was determined to be the one with the highest significant average score.

The results of the AL data analysis indicated that a group of fourteen participants demonstrated considerable degrees of autonomous learning. On the contrary, the thirteen remaining participants were categorized as low-autonomous learners. Furthermore, the assessment of academic writing performance encompassed analyzing the following elements: structure, grammar, sentence structure, content, writing mechanism, and format (Oshima & Hague, 2006).

Research Findings

The Student Learning Autonomy Category Corresponds to Their Academic Writing Performance Scores in a Blended Learning Situation

The findings derived from the analysis of the AL data revealed that a group comprising fourteen participants exhibited significant levels of autonomous learning. Conversely, the thirteen remaining participants were classified as learners with low autonomy. Table 3 displays the AL categories and their respective Academic Writing Performance (AWP) scores.

Table 3. Autonomous learning students and AWP scores in a blended learning situation

Participants	Autonomous Learning	AWP Score
AAD	High	81
APW	Low	87.5
AZA	High	78.5
CDPE	Low	88
DDS	High	51
DNT	High	90.5
ER	Low	89.5
FNR	High	94.5
FMZ	Low	91.5
FN	High	94
FAS	High	79
GYA	Low	65.5
GNA	Low	50.5
INT	High	79.5
IRM	Low	51
KML	Low	67.5
LT	Low	94.5
MAM	High	55
MRF	Low	96
MNG	High	87.5
SPR	High	81.5
RAR	High	89
SZ	High	75
SO	Low	89.5
SP	High	93
SS	Low	80
USD	Low	85

The participants' academic writing performance (AWP) scores were classified as having a low AL range from 50.5 to 96, as shown in Table 3. In contrast, the range of scores for the high AL category is from 51 to 94.5.

The Application of Students' Language Learning Strategy to Achieve Their Academic Writing Performance in a Blended Learning Situation

The analysis of the SILL data, as shown in Table 4, yielded the following findings: 14.81% of the participants were found to employ a memory strategy, and 14.81% were found to employ a compensative strategy. In comparison, 25.93% employed cognitive strategy, and 11.11% employed social strategy. Additionally, 14.81% of the participants employed a metacognitive strategy, while 11.11% employed affective strategy. Even with this, 7.41% of the respondents have not responded when asked about using the SILL. Furthermore, the SILL categories and academic writing performance scores are presented in Table 4.

Table 4. Students' language learning strategy in a blended learning situation

SILL	N	%
Memory Strategy	4	14.81
Cognitive Strategy	7	25.93
Compensative Strategy	4	14.81
Metacognitive Strategy	4	14.81
Affective Strategy	3	11.11
Social Strategy	3	11.11
NA	2	7.41

The scores for the academic writing performance of the participants can be classified as follows, according to the data presented in Table 5: (1) The compensatory strategy varies from 65.5 to 96, (2) The memory strategy varies from 78.5 to 80, (3) The social strategy varies from 51 to 87.5, and (4) The cognitive strategy varies from 81.5 to 94, (5) Affective strategy varies from 55 and 90.5, while metacognitive strategy received a score varies from 51 and 94.5.

Table 5. Students' SILL categories and AWP scores in a blended learning situation

Participants	SILL	AWP Score
AAD	Social	81
APW	Compensative	87.5
AZA	Memory	78.5
CDPE	Cognitive	88
DDS	Social	51
DNT	Affective	90.5
ER	Cognitive	89.5
FNR	Metacognitive	94.5
FMZ	Cognitive	91.5
FN	Cognitive	94
FAS	Memory	79
GYA	Compensative	65.5
GNA	NA	50.5
INT	Memory	79.5
IRM	Metacognitive	51
KML	Affective	67.5
LT	Metacognitive	94.5
MAM	Affective	55
MRF	Compensative	96
MNG	Social	87.5
SPR	Cognitive	81.5
RAR	NA	89
SZ	Metacognitive	75
SO	Cognitive	89.5
SP	Cognitive	93
SS	Memory	80
USD	Compensative	85

The findings from the questionnaire are presented in Table 6. The data indicates that most respondents frequently utilize memory strategies when composing academic writing in a blended learning situation. These strategies include employing creative English grammar and language and establishing connections between the subject matter

and prior knowledge to aid in the retention of information. Furthermore, participants exhibited a proclivity for reviewing and revising their previous written compositions to commit their mistakes to memory and determine the most suitable rectification methods.

Table 6. Students' memory language learning strategy in a blended learning situation

	Always	Often	Sometimes	Never
Memory strategies				
a. I connected the topic of my academic writing with my background knowledge.	29.6%	48.1%	22.2%	0%
b. I composed sentences employing novel English grammar and vocabulary in an effort to retain them.	18.5%	48.1%	33.3%	0%
c. I memorized new English terms (vocabulary) by writing them down repeatedly.	25.9%	29.6%	44.4%	0%
d. I revised my previous writings to memorize my mistakes and how to correct them.	37%	37%	25.9%	0%

Table 7 illustrates the cognitive strategies implemented by the participants in a blended learning situation. Their inclination to conscientiously examine various ideas and viewpoints to proficiently communicate their intended message in the context of their academic writing was recognized. Furthermore, they conducted an exhaustive examination of their written composition to ascertain how effectively they communicated their intended message. In addition, the participants employed formal language and specialized terminology to compose their academic writing. Conversely, a considerable proportion of the respondents (44.4%) produced numerous revisions of their written compositions. On the contrary, a significant percentage, precisely 25.9%, refrained from verbally reciting their written assignments to visualize and comprehend the intended significance and logic.

Table 7. Students' cognitive language learning strategy in a blended learning situation

	Always	Often	Sometimes	Never
Cognitive strategies				
a. I explored different ideas to figure out what I wanted to say in my academic writing.	44.4%	51.9%	3.7%	0%
b. I reviewed my writing to make sure that I have conveyed what I wanted to express in my writing.	44.4%	51.9%	3.7%	0%
c. When I found discrepancies between the text I wrote and the ideas I wanted to express, I reviewed the previous section.	22.2%	66.7%	11.1%	0%
d. When I was unsure of the accuracy of a language expression, I revised it.	40.7%	51.9%	7.4%	0%
e. Even if there were spelling mistakes or grammatical errors, I still wrote down my thoughts as quickly as possible so that I would not forget them.	29.6%	40.7%	25.9%	3.7%
f. I wrote several versions of my writing as drafts.	22.2%	33.3%	44.4%	0%
g. To improve my academic writing skills, I read relevant books, articles and other materials.	37%	48.1%	11.1%	3.7%
h. I rearranged paragraphs to organize my writing to make it more coherent.	22.2%	51.9%	22.2%	3.7%
i. I evaluated the correspondence between my writing and the planned purpose of the writing	25.9%	55.6%	18.5%	0%

	to determine if revisions were required.				
j.	I paused writing for some time to reconsider my ideas with a fresher mind.	44.4%	40.7%	11.1%	3.7%
k.	I read my writing out loud to feel and experience the sense/meaning of my writing.	14.8%	29.6%	29.6%	25.9%
l.	In my writing, I used transition words (such as "thus ", "however", and nevertheless") that helped the reader in grasping my thoughts.	29.6%	44.4%	22.2%	3.7%
m.	When writing academic papers, I employed formal language and expressions.	44.4%	51.9%	3.7%	0%

Upon scrutinizing the data presented in Table 8, which concerns compensatory language learning strategies, it becomes evident that a significant proportion of the respondents (40.7%) acknowledged an occasional reliance on intuition when faced with challenges in choosing suitable vocabulary for academic writing in a blended learning situation. Although articulating a particular concept or idea in English proves challenging, a considerable number of participants opt to employ a dictionary or an automated translation system.

Table 8. Students' compensative language learning strategy in a blended learning situation

	Always	Often	Sometimes	Never
Compensative strategies				
a. I used synonyms when I was unable to find the precise word that I meant.	7.4%	63%	22.2%	7.4%
b. When I did not know how to express something in English, I used a dictionary	51.9%	44.4%	3.7%	0%

	or an automatic translation system.				
c.	I employed repetition to keep my writing flowing.	14.8%	66.7%	18.5%	0%
d.	When I could not find the exact word I needed in my writing, I guessed based on intuition.	3.7%	48.1%	40.7%	7.4%
e.	I relied on many sources of anything when I needed more ideas to finalize my writing.	44.4%	44.4%	11.1%	0%
f.	I took a short break during the writing process to reflect on what I had written so far.	37%	51.9%	11.1%	0%

According to the results presented in Table 9, a considerable proportion of the respondents (33.3%) exhibited a proclivity for occasionally employing metacognitive techniques, such as premeditating or dallying with decisions regarding the substance, structure and linguistic composition of their academic writing in a blended learning situation. Moreover, a significant majority of the participants, exceeding 60%, consistently set objectives to enhance their academic writing proficiency in the short and long term. They adapted their academic writing product to meet the specific requirements of their audience, taking into account crucial components such as thesis statements, topics, and corroborating evidence. Simultaneously, a considerable percentage of the respondents, exceeding 60%, utilized unique frameworks in their academic writing to augment readers' comprehension. The correction of grammatical and punctuation errors and examination of concepts and organization constituted the primary focus of their editing procedure. Nevertheless, a significant proportion of the respondents (48.1%) indicated sporadic knowledge of the unique attributes linked to exemplary academic writing. An appreciable percentage of respondents (33.3%) also reported receiving sporadic acknowledgment of the efficacy of their writing methodologies.

Table 9. Students' metacognitive language learning strategy in a blended learning situation

	Always	Often	Sometimes	Never
Metacognitive strategies				
a. I decided about the content, organization, and linguistic expression of my writing before or during the writing process.	14.8%	48.1%	33.3%	3.7%
b. I organize my writing in advance or while writing, both in my mind and in writing.	33.3%	44.4%	18.5%	3.7%
c. I planned the content and structure of my writing.	25.9%	59.3%	14.8%	0%
d. I reverted back to my plan to consider the ideas I had written down and redrafted them if I felt the need.	25.9%	55.6%	14.8%	3.7%
e. I established a goal of how to improve my long-term and short-term writing skills for myself.	14.8%	66.7%	18.5%	0%
f. I thought about whether the ideas I conveyed in my writing were clear or not.	40.7%	51.9%	7.4%	0%
g. I adjusted my writing with the readers' needs in mind.	14.8%	63%	22.2%	0%
h. I paid attention to elements such as thesis statements, topics, and supporting sentences in my writing.	22.2%	70.4%	7.4%	0%
i. I wrote with a specific purpose in mind (E.g. to convince, inform, narrate an event, argue, etc.).	33.3%	59.3%	7.4%	0%

j.	I was concerned about my lack of fluency in writing and took steps to improve it.	37%	51.9%	11.1%	0%
k.	I recognized my shortcomings in accuracy and took steps to improve them.	40.7%	51.9%	7.4%	0%
l.	In my writing, I employed certain structures to help readers understand my point of view.	11.1%	63%	22.2%	3.7%
m.	When revising my writing, my main priorities were ideas and organization, punctuation, and spelling.	25.9%	63%	11.1%	0%
n.	I was very familiar with the characteristics of quality academic writing.	11.1%	40.7%	48.1%	0%
o.	I was aware of the effectiveness of my writing strategy.	7.4%	59.3%	33.3%	0%

The data presented in Table 10 indicates that a significant proportion of the participants (44.4%) utilized affective language learning strategies in a blended learning situation. The success was achieved by consistently implementing self-motivating techniques, including verbal reinforcement using phrases like "come on" and "you can do it" to sustain their efforts in writing. Nevertheless, a considerable proportion of 48.1% opted not to document their contemplations regarding the academic writing process in a personal journal.

Table 10. Students' affective language learning strategy in a blended learning situation

	Always	Often	Sometimes	Never
Affective strategies				
a. I encouraged myself to fix the linguistic problems in my writing.	29.6%	51.9%	18.5%	0%
b. When I got an excellent grade for my writing, I rewarded myself.	22.2%	44.4%	22.2%	11.1%
c. I motivated myself to keep writing by saying, "come on" and "you can do it."	44.4%	37%	14.8%	3.7%
d. I recorded my feelings about the writing process in a diary.	11.1%	22.2%	18.5%	48.1%
e. When my writing was not as good as I wanted it to be, I worked through feelings of frustration, sadness, etc.	29.6%	48.1%	22.2%	0%
f. I was confident in my own writing ability.	18.5%	40.7%	29.6%	11.1%

Table 11 details the social language acquisition strategy implemented by the participants in a blended learning situation. A significant proportion, precisely 40.7%, consistently sought advice or received feedback from peers when confronted with challenges about their academic writing. Furthermore, it is worth noting that a significant proportion of the respondents (40.7%) occasionally sought the assistance of peers or experts in the field of academic writing in order to obtain feedback on their written projects. Conversely, a considerable proportion of the respondents (18.5%) opted not to assess their written work compared to their fellow students.

Table 11. Students' social language learning strategy in a blended learning situation

	Always	Often	Sometimes	Never
Social strategies				
a. When I could not solve a problem related to my writing then I sought help or asked others to review my writing.	29.6%	40.7%	22.2%	7.4%
b. I seek opportunities to improve my writing skills, such as frequently writing for others through emails, chats, and letters.	29.6%	29.6%	37%	3,7%
c. I passed my writing to an acquaintance or someone who was an expert in writing for feedback.	11.1%	33.3%	40.7%	14.8%
d. I compared my writing with that of my peers.	11.1%	33.3%	37%	18.5%

Furthermore, as demonstrated in Table 12, the research participants provided supplementary perspectives on the academic writing strategies that they employed to achieve favorable outcomes.

Table 12. Students' preferences on their LLS in a blended learning situation

Students' Language Learning Strategy (LLS)	%
Memory strategies	2.47%
Cognitive strategies	39.51%
Compensation strategies	14.81%
Metacognitive strategies	27.16%
Affective strategies	11.11%

Social strategies	4.94%
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Table 12 presents the data indicating that 2.47% of the responses from students indicated a propensity to employ memory strategies when composing academic English papers in a blended learning situation. According to respondent **R#1**, she developed her ideas with the assistance of an outline before commencing the writing process.

A substantial percentage, precisely 39.51%, of the students' assertions scrutinized align with the implementation of cognitive strategies within the framework of their academic English writing, as indicated by the data presented in Table 12. Throughout the interview, participants elucidated on how they implemented cognitive strategies in a blended learning situation. **R#1** discovered that consulting relevant articles on Google and reviewing materials provided by the lecturers were beneficial in streamlining the writing process. Moreover, **R#2** confirmed that he initiated the preliminary manuscript when formulating the composition notion. Furthermore, he meticulously recorded each concept, composed an extensive report, and revised his work accordingly. **R#3** was also motivated to write frequently on particular subjects by the outstanding writing she encountered in various sources. Generally, she located pertinent research, read it, and summarized it to gain a deeper understanding of the subject.

Furthermore, as indicated by the data in Table 12, only 14.81% of the responses from the participants disclosed the use of compensatory strategies in their academic English writing in a blended learning situation. Respondent **R#1** disclosed during the interview that she employed various devices and platforms powered by artificial intelligence to assist her with the composition process. Additionally, **R#2** asserted that the first stage entails accessing various preexisting reference materials to aid in the conception of writing concepts. This can be achieved by searching for academic articles on platforms like Google Scholar. Furthermore, by employing various technological tools to foster and revise her writing concepts, **R#3** demonstrated her commitment to the revision procedure.

Based on the data presented in Table 12, it is apparent that 27.16% of the respondents reported employing metacognitive techniques concerning English academic writing in a blended learning situation. The participants provided additional clarification regarding these approaches throughout the interview. According to respondent **R#1**, she accomplished her writing objectives by utilizing an outline and critical thinking. She also actively pursued pertinent information to enhance her writing skills. Furthermore, according to **R#2**, he meticulously reviewed his work, revised it, incorporated changes, and expanded it to align with her intentions. However, **R#3** expressed that she approached the production of the intended quantity and quality of content with great deliberation.

The findings presented in Table 12 indicate that participants in the study employed affective strategies in academic English writing in a blended learning situation for a mere 11.11% of the respondents. Respondent **R#1** disclosed, via additional interviews, that she attempted to maintain a positive attitude while writing, as she believed that being in a good mood would facilitate the generation of ideas for the paragraphs she developed. Furthermore, it was **R#2's** conviction that he operated most effectively when surrounded by tranquility and goodwill. His objective was to locate a location characterized by a serene atmosphere and a comfortable temperature. **R#3** also elaborated that she planned her writing sessions to occur during her peak productivity period and interspersed them with mentally stimulating activities.

The analysis of the statements in the study revealed that only a minor percentage, precisely 4.94%, were pertinent to implementing social strategies in a blended learning situation, as indicated by the data in Table 12. **R#1** disclosed during the interview that she utilized Google, participated in discussions with her peers and lecturers, and sought guidance from her peers and lecturers in order to enhance her understanding of effective writing.

Discussion

The primary focus of the research outcomes pertains to the examination of data concerning autonomous learning (AL), the strategy inventory for language learning (SILL), and the correlation between these

variables and the academic writing performance (AWP) of the participants in a blended learning situation.

The participants were initially categorized based on their autonomous learning (AL) levels. Before commencing the study, the participants were divided into two groups according to their degrees of autonomous learning. Autonomous learning refers to the ability of a learner to direct their study trajectory independently, making well-informed choices concerning the subject matter, schedule, and approach of their educational pursuits (Khasawneh et al., 2024; Peralta-Castro, 2023). The present study examined 27 students, of which 14 were classified as high-autonomous learners, and the remaining 13 were classified as low-autonomous learners.

The results of the study indicate that a considerable number of students demonstrated an elevated degree of autonomous learning in a blended learning situation. Students who exhibit initiative and autonomy in their learning have been identified as critical determinants that potentially contribute to greater levels of achievement in academic writing. The assertion illustrates how self-regulated learning (SRL) and self-efficacy (SE) can be effectively combined. Self-efficacy (SE) is defined as an individual's conviction in their capability to execute the requisite actions in order to attain a particular performance objective (Bandura, 1982; Shengyao et al., 2024; Shkëmbi & Treska, 2023). It signifies the conviction that an individual can control their motivations, behaviors, and social surroundings. In addition, self-regulated learning (SRL) is an advantageous and constructive cognitive process wherein people actively govern their cognition, motivation, and behavior in order to assume accountability for their learning (K. Wang & Zhu, 2019; Zimmerman, 2001). Self-regulated learning (SRL) and self-efficacy (SE) are two aspects of students' academic writing processes demonstrated by autonomous learning in blended learning.

Furthermore, the researchers assessed the academic writing performance (AWP) of every participant in relation to their degrees of autonomous learning in a blended learning situation. Varying in nature, the concept of variability in academic writing prompts (AWP) pertained to the capacity of students to produce academic-level compositions, taking into account numerous factors, including structure, grammar,

sentence construction, content, and format (Oshima & Hague, 2006). Students' ability to apply the writing components effectively is a prerequisite for their academic writing abilities. In a blended learning setting, the students use autonomous learning to hone their academic writing skills, including the writing components.

The findings reveal considerable variation in performance levels among individuals categorized as low-autonomous learners, as evidenced by the performance ratings in academic writing that spanned from 50.5 to 96. Certain students managed to attain a comparatively diminished score of 50.5 on their academic writing, whereas others exhibited a markedly elevated level of achievement, attaining a score of 96.

Within the range of 51 to 94.5, students' academic writing performance scores were categorized as high-autonomous. Furthermore, this group of participants exhibited diverse outcomes, as some approached the uppermost limit (94.5) of the score scale while others attained comparatively lesser performance levels (51).

The findings that there is a notable disparity in academic writing performance evaluations between students classified as high autonomous learners and those classified as low autonomous learners suggest that factors unrelated to autonomous learning contribute to the development of participants' writing skills in a blended learning situation. Prior writing experience in a blended learning environment is one potential determinant (Challob et al., 2016; Henriksen et al., 2022; Lin et al., 2022; Wong et al., 2020). Students exposed to writing in various contexts became more aware of distinct writing styles, structures, and strategies. Engaging in this dialogue has the potential to enhance their aptitude for generating insightful and refined academic compositions. In addition, the ability of a learner to compose proficiently in the language of instruction, which is frequently utilized in academic articles, can significantly influence their writing capabilities (Llosa & Malone, 2019; Teng et al., 2022). The enhancement of overall language competence is achieved through advanced language skills, which enable students to articulate their thoughts with greater precision and employ a more comprehensive array of grammatical structures and vocabulary.

Moreover, in terms of their aptitude for assimilating and analyzing information, disparate learners demonstrate unique preferences. Certain students may exhibit exceptional performance when visual aids are utilized, whereas others find hands-on activities or discussions more appealing (Alkubaidi, 2014; Elander et al., 2006; Rochford, 2003). It is worth noting how distinct learning preferences influence students' understanding and implementation of concepts in academic writing. In addition to knowledge backgrounds and cultural norms, students' writing styles, tones, and attitudes can be impacted by these factors (Çandarlı et al., 2015; Hyland, 2012). The degree to which they conform to the academic writing standards set forth by a particular institution or field is influenced by many factors.

Significant insights into the language learning strategies employed by the participants are available through the analysis of data obtained from the SILL (Strategy Inventory for Language Learning) study in a blended learning context. The study examined how the participants utilized various strategies, thereby revealing their preferred methods for attaining proficiency in academic writing. Concerning academic writing performance, participants vary considerably in their preferred methods of interacting with and retaining language-related information. A memory strategy utilization rate of approximately 14.81 percent was observed among the participants. These strategies consist of methods intended to improve information retrieval and retention. This implies that there is a particular cohort of learners drawn to methods that aid in memorizing language components such as vocabulary and grammatical rules (Jarratt et al., 2009; Ransdell et al., 2002). Furthermore, as stated in the text, these memory strategies encompass methodologies intended to enhance the capacity to retrieve and hold information in memory.

Furthermore, the findings suggest that a specific subset of candidates prefers utilizing methods that aid the memory process. There are several strategies that can improve academic writing performance, including the utilization of mnemonic devices, spaced repetition methods, visualization techniques, and the establishment of associations between recently learned language components and prior knowledge (Cuccu, 2015). As an initial step in acquiring a language, the individuals comprising this specific cohort may place significant emphasis on the

method of robotic memorization. The comprehensive approach these students may opt for is highlighted when vocabulary and grammatical norms are incorporated into academic writing committed to memory (Amiri & Puteh, 2017; Ullman, 2001). They are committed to attaining proficiency in vocabulary and grammar, recognizing the critical importance of these elements in both language comprehension and expression.

The research results also indicate that a considerable proportion of the respondents (14.81%) utilized compensatory strategies to overcome deficiencies in their academic writing abilities. Compensatory strategies encompass implementing alternative methods or adaptive processes to surmount challenges that may arise in a specific aptitude, with a particular emphasis on language skills. This discovery highlights that a considerable number of students are actively pursuing strategies to efficiently address difficulties, specifically regarding their academic writing performance (Stockall & Villar Cole, 2016). Furthermore, these compensatory strategies serve as an indication of the students' drive to achieve academic success. Instead of allowing their language deficiencies to deter them, they actively seek solutions that will enable them to overcome these obstacles (Cabrejas-Peñuelas, 2012; Peñuelas, 2012). This observation may indicate that the participants possessed a degree of astuteness and flexibility.

In addition, how academic writing is taught and the course of language acquisition are profoundly influenced by the implementation of compensatory strategies in academic institutions and by lecturers (Margolis, 2001). Given students' widespread adoption of alternative instructional strategies, it could be advantageous for educators to incorporate these concepts into their teaching methodologies. This may require students to participate in dialogue and share various approaches that they have found effective in overcoming challenges associated with language proficiency.

It is crucial to consider the possible disadvantages of excessive dependence on compensatory strategies. While these strategies might aid students in surmounting immediate challenges, they can hinder the development of their foundational language skills (Medina, 2010; Pessoa et al., 2014). Students who consistently rely on alternatives and

circumventions may overlook the chance to improve their academic writing skills through concentrated study and practice. Furthermore, it is a positive sign of their drive and capability to efficiently employ the resources at their disposal (Chae, 2013). Nevertheless, it is critical to assess any possible drawbacks of this circumstance thoroughly. The implications of the study's findings extend to academic writing and language learning instructional strategies. Consequently, lecturers might be motivated to explore approaches for integrating effective compensatory strategies into their pedagogical methodologies, focusing on augmenting overall language proficiency.

The utilization of cognitive strategies was reported by approximately 25.93% of the participants, representing a significant proportion. Mental processes such as critical thinking, problem-solving, and higher-order reasoning are often incorporated into cognitive strategies (Kim et al., 2011). A significant portion of the population favors comprehensive language exploration, placing comprehension and practical application above rote memorization or compensatory strategies (Sethuraman & Radhakrishnan, 2020). Moreover, this discovery implies that a considerable number of students who, when completing academic writing tasks, necessitate approaches beyond mere memorization by rote or remedial techniques. On the contrary, they adopt a rhetorical approach that is more profound and involved.

The students' inclination towards cognitive strategies signifies that they place importance on thoroughly understanding the subject matter (Ke et al., 2016; Marlin; Saehu, A.; Yunandayani, 2021). Moreover, students with this disposition tend to analyze concepts critically, delve into complex ideas, and implement their understanding effectively within a significant framework. This approach adheres to the principles of experiential learning and active participation, in which students actively generate knowledge rather than relying solely on their memory.

The application of cognitive strategies in academic writing can yield numerous beneficial outcomes. Students with cognitive strategies would probably produce exceptional written work (Booth Olson et al., 2023; Kim et al., 2011). Students can produce essays and papers that exhibit improved organization, logical coherence, and substantial content by prioritizing critical analysis and problem-solving. Furthermore,

implementing cognitive strategies entails cultivating critical thinking skills (Davoudi & Sadeghi, 2015; Kellogg, 1987). Developing this skill contributes to academic achievements, promotes continuous learning throughout life, and facilitates making sound decisions.

More often than not, the students ought to be tolerant of a superficial comprehension of the material. Conversely, individuals try to implement the knowledge they have gained across various contexts (Wischgoll, 2016). This aspect assumes an especially significant role in academic writing, where the capacity to synthesize and apply information is paramount. Conversely, cognitive strategies play a pivotal role in promoting significant learning and are associated with improved information retention over the long term (Mitsea & Drigas, 2019). Students who establish a profound connection with the material are more inclined to retain and apply it proficiently in subsequent instances. Applying cognitive strategies demonstrates the cognitive capacities required in various professional settings (Billing, 2007). Rational thinking, practical problem-solving, and critical analysis abilities are highly valued in the professional environment. Additionally, a predilection for cognitive strategies implies autonomy in academic writing, in which students undertake accountability for their own learning and employ a self-guided methodology (Pitenoe et al., 2017).

Further, the research results suggest that approximately 11.11% of the respondents incorporated social strategies into their academic writing. Social strategies are those that individuals use to engage in collaborative or conversational exchanges with others in order to improve their language proficiency. Examples of such strategies include actively pursuing opportunities for dialogue or cooperation. Additionally, this discovery suggests that specific individuals prefer gaining knowledge via collaborative and social interactions (Deri, 2022). This subject clarifies the social strategies individuals utilize to acquire language proficiency through active interpersonal interactions. Pursuing opportunities for cooperation or communication is required (Abdollahzadeh, 2010; Maghsoudi, 2013). This concept emphasizes the significance of social connections and interpersonal exchanges in developing language skills demonstrated in academic writing.

By implementing social strategies, students can enhance their language proficiency and knowledge in the context of academic writing performances. This is accomplished by actively participating in social environments, emphasizing the importance of engaging in cooperative endeavors or interactive discussions (Sun & Chang, 2012). This approach underscores the significance of transcending inert methodologies, such as independent study or reading, to effectively acquire knowledge. By integrating social strategies into academic writing, a multitude of benefits may be realized. Students who employ these strategies may experience improved linguistic proficiency, enhanced communication skills, and a deeper understanding of the subject matter (Douglas, 2012; Kornhaber et al., 2016; Paltridge & Starfield, 2012). In addition, participation in collaborative endeavors can provide abundant perspectives and ideas, thereby augmenting the quality of academic writing. This observation emphasizes students' wide range of learning preferences and highlights the possible advantages of integrating social learning components into the academic writing process in academic settings.

Conclusion

The pedagogical implementation in blended learning situations that is a result of remote teaching is centred on ensuring that students have the requisite competencies and accounting for their propensity for autonomous learning. Furthermore, an academic writing course that is dedicated to improving the written English proficiency of college students extensively examines this subject. In a blended learning setting, language learning strategies (LLS) can be attributed to a proportional amount of credit for improving students' writing. Student's behaviour helps to produce an interesting and flexible writing process. In addition, the students are able to achieve their objectives of self-regulation, autonomous study, and increased proficiency by utilizing the appropriate LLS.

According to the research findings, a significant proportion of the student body exhibited an increased level of autonomous learning in a blended learning environment. The degree to which students show initiative and autonomy in their academic endeavours determines how well they achieve in academic writing. This is a case study of the effective fusion of self-efficacy (SE) and self-regulated learning (SRL) which also implies that students can influence others' social settings, behaviour, and

motives. In addition, self-regulated learning (SRL) is a cognitive process that is both constructive and advantageous, in which individuals actively manage their motivation, cognition, and behaviour in order to take responsibility for their learning.

We can find the language learning strategies used by the participants through a thorough investigation of the SILL (Strategy Inventory for Language Learning) data. The study looked at the strategies the participants used, therefore exposing their favoured strategies for achieving academic writing competency. Significant variation is observed in the preferable strategies by which participants engage with and retain language-related information in relation to academic writing performance.

Despite the fact that this study has made numerous significant contributions, it is constrained by a number of factors, such as the extent of investigation, data analysis, and participant perspectives. This research's investigative scope was initially restricted to autonomous learners and strategy inventory for language learning, which are linked to the academic writing performance of students. Different language skills must be employed to explore alternative methods of understanding learning concepts. In addition, the finding's generalizability to larger populations may be restricted by the relatively small sample size (27 participants). Biases in the data collection procedure may result from the dependence on self-reported data (from the SILL and AL questionnaire). The researchers also indicated that the results may be context-dependent, as integrated learning environments differ across educational settings.

Following this, the data were categorized thematically and descriptively. Future research will likely utilize more exploratory or critical analysis methodologies. The participants' perspectives were eventually unified under the students' agenda. A more comprehensive understanding of autonomous learners and a strategy inventory for language learning should be achieved by considering a more comprehensive range of participants' perspectives.

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PENGAYAAN BELAJAR DENGAN PERSONAL AI *PEER* DALAM KULIAH TEKNIK ELEKTRO

[ENRICHING LEARNING WITH PERSONAL AI PEERS IN ELECTRICAL ENGINEERING LECTURES]

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Abstract

A disruptive potential of AI in enriching learning experiences is to provide a *personalized* learning pathway by functioning as a personal *peer* for learners. However, this requires a learning activity plan that goes beyond just submitting essays for final grading, which is automated easily by AI and can be detrimental for the learning processes. This article describes the experiences of using AI as part of a lecture activity in the Electrical Engineering Department, Universitas Pelita Harapan as a personalized *peer* for the students' understanding and critical thinking in the Data Science and Tech-Business classes. As part of the assignments, after summarizing a lecture in short paragraphs, the students were engaged in a dialog with AI with their own questions, then posted and analyzed the results in the Learning Management System (LMS) forum to be debated by the other students. The grades were given by the quality of the interactions or by follow-up debate sessions. Some positive correlations have been found between the student accesses in the LMS and the

class scores/grades ($r = 0.49$ & $r = 0.39$). The qualitative comments of the courses have also indicated some positive and constructive learning experiences, despite the rather high difficulty levels of the courses. The benefits, drawbacks and dilemmas of such a lesson planning strategy are also discussed in this paper.

Keywords: Augmented Learning; Critical Thinking; AI Peer Personalized learning

Abstrak

Potensi disruptif AI dalam memperkaya pengalaman belajar adalah dengan menyediakan jalur pembelajaran sesuai kebutuhan *personal* dengan berfungsi sebagai *peer* pribadi bagi peserta didik. Namun, ini memerlukan rencana aktivitas pembelajaran yang lebih dari sekadar menyerahkan esai untuk penilaian akhir, yang diotomatisasi dengan mudah oleh AI dan dapat merugikan proses pembelajaran. Makalah ini menjelaskan pengalaman penggunaan AI sebagai bagian dari aktivitas perkuliahan di program studi Teknik Elektro, Universitas Pelita Harapan sebagai alat untuk meningkatkan pemahaman dan pemikiran kritis mahasiswa dalam kelas Sains Data dan Teknologi-Bisnis. Sebagai bagian dari tugas, setelah meringkas kuliah dalam paragraf pendek, mahasiswa harus terlibat dalam dialog dengan AI dengan pertanyaan mereka sendiri, dan *memposting* serta menganalisis hasilnya di forum Learning Management System (LMS) agar dapat direspons oleh mahasiswa lain. Nilai akan diberikan berdasarkan kualitas interaksi atau sesi debat lanjutan. Korelasi positif ditemukan antara akses mahasiswa di LMS dan score/nilai kelas ($r = 0,49$ & $r = 0,39$). Komentar kualitatif terhadap kelas-kelas tersebut juga menunjukkan pengalaman belajar yang positif dan konstruktif, meskipun tingkat kesulitan cukup tinggi. Manfaat, kerugian dan dilema dari strategi rencana pembelajaran seperti itu dibahas di artikel ini.

Kata Kunci: *Augmented Learning; AI Peer, Critical Thinking; Personalized learning*

Pendahuluan

Diskusi tentang dampak *Artificial Intelligence* (AI) terhadap pendidikan memang banyak terjadi di media. Dalam perdebatan populer, AI diperdebatkan terkait plagiarisme dan sebagai alat penulisan esai atau pengerjaan tugas ujian (Kirk, 2023). Namun, terlepas dari perdebatan populer tersebut, banyak peluang penggunaan AI untuk memperkaya pembelajaran sudah didiskusikan bahkan sebelum debut *ChatGPT* pada November 2022. Zhai et al. (2021), misalnya, melakukan survei dan pendataan 100 publikasi tentang peran AI dalam edukasi selama sepuluh tahun sampai 2020. Beberapa contoh aplikasi AI yang terdata mencakup visualisasi, simulasi, *natural language processing* (pembelajaran bahasa), *Chat-Bot*, *Face recognition* (pembelajaran seni), dan *digital textbooks/notebooks*.

Zhang dan Aslan (2021) secara lebih tajam memformulasikan beberapa pendekatan aplikasi AI yang sudah terbukti dan berpotensi meningkatkan proses belajar, termasuk: Personalisasi sistem pembelajaran, *Chat-Bot*, dan *Intelligent Tutor*. Harry (2023) juga menekankan potensi AI untuk menghadirkan *personalized learning*, namun juga mengingatkan terhadap problem bias, transparansi sistem, dan persoalan etika yang dapat muncul.

Dari sisi teori pendidikan, beberapa konsep yang kerap muncul sebagai landasan teoretis yang menuntun penggunaan AI termasuk: *constructivism*, *situated learning*, *project-based*, *problem-based* dan *inquiry-based learning* (Li et al., 2024). Pendekatan teoretis ini menekankan partisipasi aktif, koneksi ke dunia nyata, dan pembelajaran *hands-on*, yang mendukung pengembangan *critical thinking*, dan keputusan etis.

Jadi, sebenarnya sudah ada berbagai pendekatan aplikasi dan landasan teori yang terkristalisasi yang memberikan arah pada aplikasi AI untuk pendidikan, bahkan sebelum munculnya *ChatGPT*. Konsep yang sering muncul dalam berbagai penelitian adalah “personalisasi pembelajaran”, yaitu membuat proses belajar unik menurut kondisi setiap peserta ajar. Selain itu, teori pendidikan yang menyertai ide

penerapan AI biasanya lebih bersifat pembelajaran aktif partisipatif, dan bukan lagi *knowledge transfer* klasik lewat kuliah satu arah. Gaya satu arah dapat dengan cepat menjadi *obsolete* dengan eksistensi agen cerdas seperti AI.

Usulan yang cukup unik muncul dari Ivan Illich (1971). Illich sangat pesimis terhadap praktek menginstitusikan pembelajaran/pendidikan dalam bentuk sekolah, yang diklaim sebagai mencampuradukkan pembelajaran, kompetensi dan kreativitas menjadi sekadar layanan pengajaran, ijazah, dan kemampuan menghafal. Illich tidak melihat kemungkinan yang lebih baik selain melepaskan masyarakat dari sekolah yang terinstitusi (*Deschooling Society*).¹ Yang menarik, Illich mempunyai visi alternatif untuk dunia tanpa sekolah, yaitu suatu mekanisme yang dapat mempertemukan seorang pembelajar dengan komponen untuk belajar, yang menurut Illich hanya terdiri dari 3 atau 4 komponen berikut: Materi belajar, *model/expert*, teman belajar (*peers*), dan *mentor*. Materi belajar/*model*, teman belajar, dan *mentor*, menurut Illich, seharusnya tidak dimonopoli dalam kungkungan tembok sekolah, melainkan dapat diakses oleh seluruh masyarakat yang membutuhkan.

Illich mengusulkan suatu jaringan belajar, di mana seorang pembelajar dapat menemukan materi belajar/*model*, *peers*, dan *mentor* lewat daftar/catatan yang dikelola komputer dan peralatan telekomunikasi. Illich memang belum dapat membayangkan Internet atau AI, namun visinya yang mengkristalisasi proses belajar menjadi komponen inti yang interaksinya dikelola komputer, memberikan bayangan peluang untuk Internet + AI dalam menyediakan materi, *peers*, dan sekaligus *mentor* kepada semua orang yang berminat menguasai keahlian tertentu.

Dalam *paper* ini, pengalaman menggunakan Internet (LMS) dan AI sebagai sarana interaksi untuk perkuliahan akan dijelaskan. Desain pembelajaran dilakukan untuk menyediakan versi pengalaman belajar yang lebih *personalized* sesuai dengan kondisi dan minat mahasiswa, dan pada saat yang bersamaan meramu perjumpaan antara materi – *peers* – *mentor* dalam interaktivitas yang mendorong proses belajar.

¹ Dalam pandangan Illich, sistem sekolah membentuk kasta dan konsensus masyarakat yang justru memarginalkan kaum miskin yang minim kesempatan mengakses ke sistem sekolah yang baik, padahal kesempatan belajar tidak terbatas di sekolah, melainkan terbuka luas di masyarakat.

Eksperimentasi penggunaan AI dilakukan dalam mata kuliah *Data Science* dan Bisnis Teknologi dalam konteks perkuliahan di program studi Teknik Elektro, Universitas Pelita Harapan.

Pengamatan dan analisis dilakukan pada kelas yang terjadi pada semester Ganjil Tahun Ajaran 2024/2025, namun pola Rencana Pembelajaran Semester (RPS) yang sama dapat diterapkan dengan jumlah peserta kuliah dan jumlah kelompok mahasiswa yang berbeda.

Mata Kuliah Data Science

Mata Kuliah *Data Science* berusaha menyajikan pembelajaran berbasis proyek di mana mahasiswa dapat mengalami praktik analisis data (*machine learning*) dengan teknik *clustering* (Proyek UTS) dan *prediction* (Proyek UAS) pada data Covid-19. Kompleksitas data Covid-19 dan interpretasinya membuka peluang pembelajaran yang luas. Mata kuliah ini juga diambil oleh mahasiswa Teknik Industri dan Biologi, sehingga untuk menjembatani kemampuan *coding*, disediakan contoh-contoh *coding* untuk *data cleansing*, *plotting*, *clustering* sederhana, dan *prediction*.

Penggunaan AI dilakukan pada aktivitas interaktif di Forum LMS (Moodle) yang diberi nama *Question Hunt (QH)*. Dalam aktivitas ini, mahasiswa melakukan *posting* secara berkelompok yang berisi ringkasan singkat materi pertemuan kuliah, pertanyaan yang ditanyakan kepada AI, respons AI, analisis *personal*, serta pertanyaan lanjutan yang tidak perlu dijawab untuk diburu jawabannya oleh kelompok mahasiswa yang lain.

Mata Kuliah Bisnis Teknologi dalam Industri 4.0

Mata Kuliah Bisnis Teknologi dalam Industri 4.0 di Program Studi Teknik Elektro UPH menyajikan berbagai teori dan studi kasus keberhasilan dan kegagalan bisnis teknologi disruptif dari berbagai teori yang dikenal di kalangan Harvard Bisnis School dan Silicon Valley. Pemahaman terhadap berbagai lika-liku dan fenomena yang kontra-intuitif terkait teknologi disruptif yang tidak sama dengan bisnis pada umumnya diharapkan dapat dipertajam dengan aktivitas yang dirancang dengan interaksi AI + *peers* dan debat dalam kuliah ini.

Metode Penelitian dan Desain Perkuliahan

AI seperti *ChatGPT* memang merupakan alat yang berguna untuk *scientific writing*, meringkas teks, atau *paraphrase* (Neumann et al., 2023). Sehingga *ChatGPT* berpotensi untuk memfokuskan intensitas belajar pada *higher order thinking skill* (HOTS), termasuk berpikir kritis, reflektif dan kreatif (Essel et al., 2024).

Desain perkuliahan dengan aplikasi *ChatGPT* diarahkan untuk meningkatkan HOTS, sehingga juga menghindari dilema pelarangan AI jika tugas kuliah hanya bersifat menghasilkan tulisan/*paper*. Selain itu, berbekal masukan dari Ivan Illich, bahwa proses belajar itu juga melibatkan *peers*, yang sama pentingnya dalam dinamika belajar selain materi belajar dan *mentor*, maka desain interaksi dengan AI ini sekaligus dikombinasikan dengan diskusi sesama mahasiswa lewat Forum LMS.

Untuk mengukur dampak dari desain aktivitas partisipatif dalam perkuliahan, dilakukan uji korelasi terhadap jumlah aktivitas (*posts + views*) di LMS terhadap nilai mahasiswa. Selain itu, *feedback* kualitatif juga diminta dari mahasiswa untuk menggali pengalaman subyektif terhadap pembelajaran dalam perkuliahan yang menggunakan AI.

Pertanyaan penelitian yang ingin dijawab dalam studi ini adalah apakah pemakaian AI tidak meningkatkan atau bahkan justru mengurangi usaha memahami topik perkuliahan (Xue et al., 2024). Atau sebaliknya, AI yang disertai dengan desain aktivitas tertentu dapat menyebabkan pengalaman belajar yang lebih personal, karena menyediakan kesempatan untuk tanya-jawab sesuai kebutuhan dan minat individu (Qadir, 2023).

Desain Kuliah Data Science

Berikut deskripsi mata kuliah *Data Science* yang diberikan pada mahasiswa untuk penjelasan aktivitas *Question Hunt* yang dilakukan:

Question Hunt (QH): tugas dilakukan **per-kelompok** dengan akumulasi nilai untuk setiap kelompok. **Setiap kelompok** akan mempunyai kesempatan untuk melakukan **dua posting** per gelombang QH di Forum yang berisi: (1) Minimal **1 paragraf** point hasil pembelajaran yang didapatkan minggu tersebut, (2) **Pertanyaan** setelah belajar untuk dijawab peserta lain, dan bisa juga ditambah (3) Posting **komentar ChatGPT** tentang point pembelajaran tertentu.

Pertanyaan yang **diposting** tersebut kemudian akan berusaha **dijawab oleh kelompok lain**. Setiap pertanyaan boleh dijawab oleh lebih dari satu kelompok. Pada setiap *round*, *Question Hunt* akan dipilih **3**

posting summary/pertanyaan terbaik yang paling menarik, serta masing-masing **5 upaya menjawab yang paling akurat/menarik** terhadap pertanyaan-pertanyaan yang diposting.

Yang paling banyak mengumpulkan **Score** di akhir semester akan mendapatkan nilai di **level A** untuk *Question Hunt*.

Pada Semester Ganjil 2024 yang menjadi fokus pengamatan pada studi ini, terdapat 87 mahasiswa dengan 20 kelompok yang berinteraksi bersama di kelas *on-site*, *Zoom*, dan di ruang yang sama di LMS (Moodle). Untuk kelas besar dengan 20 grup mahasiswa ini, pada setiap ronde *Question-Hunt* akan dipilih 3 *posting summary* dan 5 *posting hunting* jawaban terbaik.

Namun, aktivitas yang sama dapat diadaptasi dengan mudah untuk kelas kecil. Jumlah pemenang *posting* dan *hunting* dapat diadaptasi tergantung dari jumlah mahasiswa/kelompok yang terdaftar di kelas pada semester terkait. Sebagai contoh, pada Semester Genap 2024 dengan 7 mahasiswa dan 3 kelompok, pada setiap ronde *Question-Hunt* akan dipilih 1 *posting summary* dan 2 *posting hunting* jawaban terbaik.

Desain Kuliah Bisnis Teknologi dalam Industri 4.0

Berikut deskripsi mata kuliah Bisnis Teknologi dalam Industri 4.0 yang diberikan pada mahasiswa untuk penjelasan aktivitas *Chat-Think* dan Debat yang dilakukan:

Chat-Think: Aktivitas ini menulis berisi **(1) Rangkuman insights** utama dari materi teori/kasus dan analisisnya, minimal 2 paragraf, **(2) Pertanyaan** dan **jawaban** tentang teori/kasus dari **ChatGPT**, **(3) Analisis** dari materi teori/kasus dan diskusi dengan *ChatGPT* ditambah satu **klaim** yang akan dapat digunakan untuk **Debat**.

Untuk setiap kali *Chat-Think* akan dipilih **2 posting terbaik!** Yang sering mendapatkan predikat posting terbaik akan mendapatkan nilai di *level A*.

Debat: Debat dilakukan lewat *Zoom* pada waktu yang disepakati. Penjadwalan debat dilakukan fleksibel setiap kali pertemuan Kamis, minimal 2 kali sebelum UTS dan 2 kali sebelum UAS. Klaim debat dan pihak yang berdebat akan ditentukan pada pertemuan.

Kriteria kemenangan debat adalah: **Yang argumennya paling meyakinkan**. Pihak yang sedang tidak bermain debat ikut berperan sebagai analis. *Score* debat adalah sbb: Menang debat = 4, Kalah debat = 2, analis tepat = 3, analis meleset = 1. Juri penentu kemenangan debat

adalah dosen. Yang mencapai score tertinggi dalam debat akan mendapat nilai di *level A*.

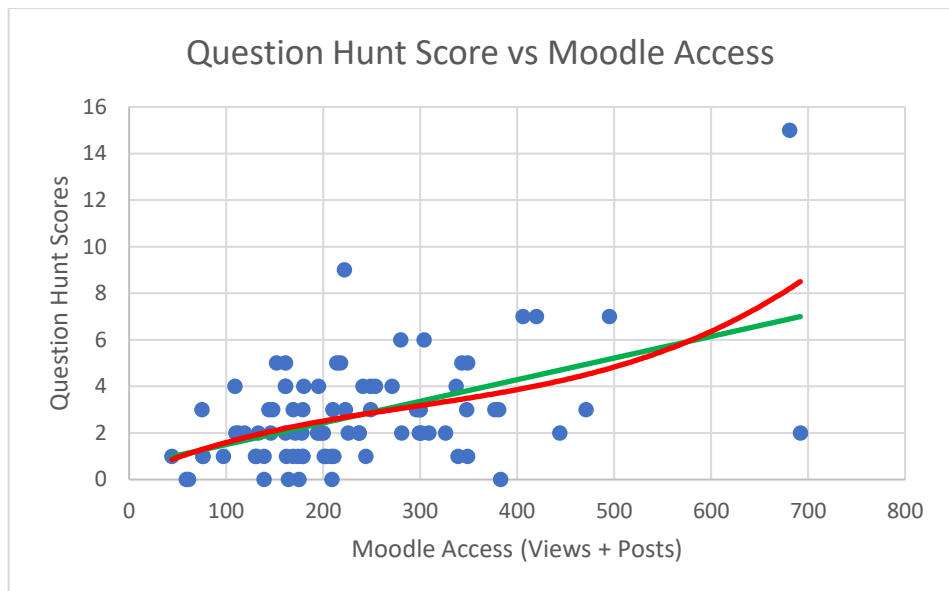
Jumlah pemenang *Chat-Think* pada setiap ronde/minggu dapat diadaptasi tergantung dari jumlah mahasiswa/kelompok yang terdaftar. Pada Semester Ganjil 2024 yang menjadi fokus pada studi ini, 16 mahasiswa yang tergabung dalam 4 kelompok melakukan aktivitas ini. Sehingga jumlah posting terbaik yang menang pada setiap ronde *Chat-Think* cukup moderat jika ditetapkan = 2. Sedangkan pada Semester Genap 2024, 10 mahasiswa yang tergabung dalam 3 kelompok melakukan aktivitas *Chat-Think*. Untuk jumlah mahasiswa yang lebih sedikit, jumlah posting terbaik yang terpilih untuk setiap *Chat-Think* juga dapat dikurangi menjadi = 1 posting. Dengan demikian tantangan untuk menjadi pemenang dalam setiap interaksi mempunyai tingkat kesulitan yang relatif mirip.

Sesi debat yang dijadwalkan pada hari tertentu sesuai jadwal kuliah dilakukan untuk memberikan waktu persiapan yang cukup untuk mengembangkan argumen debat. Klaim debat yang dimainkan berasal dari *posting Chat-Think* yang paling menarik untuk topik bahasan kuliah tertentu. Dengan adanya sesi debat antar kelompok ini, pemahaman terhadap teori topik bahasan yang juga sudah melalui interaksi *Chat-Think* dengan AI dapat lebih diperdalam lagi.

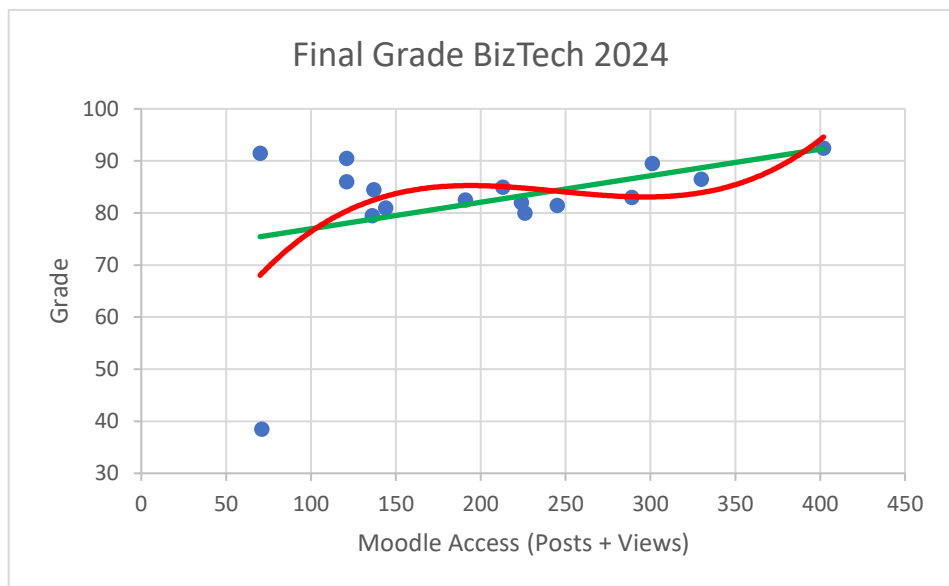
Analisis Dampak Aplikasi AI dalam Perkuliahan

Gambar 1 menunjukkan *trend-line* (garis regresi) antara *Score Question-Hunt* pada Kuliah *Data Science* dengan nilai korelasi $r = 0,49$, dan R^2 regresi = $0,24$ ($p < 0,005$). Pada Gambar 2 tampak *trend-line* (garis regresi) antara nilai akhir kuliah Bisnis Teknologi (termasuk nilai debat) dengan nilai korelasi $r = 0,39$, dan R^2 regresi = $0,15$ ($p > 0,05$).

Secara umum, aktivitas di LMS menunjukkan korelasi positif yang cukup tinggi terhadap nilai *Score Question-Hunt*, maupun nilai akhir peserta kuliah Bisnis Teknologi. Ini menunjukkan ada relasi antara desain perkuliahan yang partisipatif dengan *score* dan nilai mata kuliah.



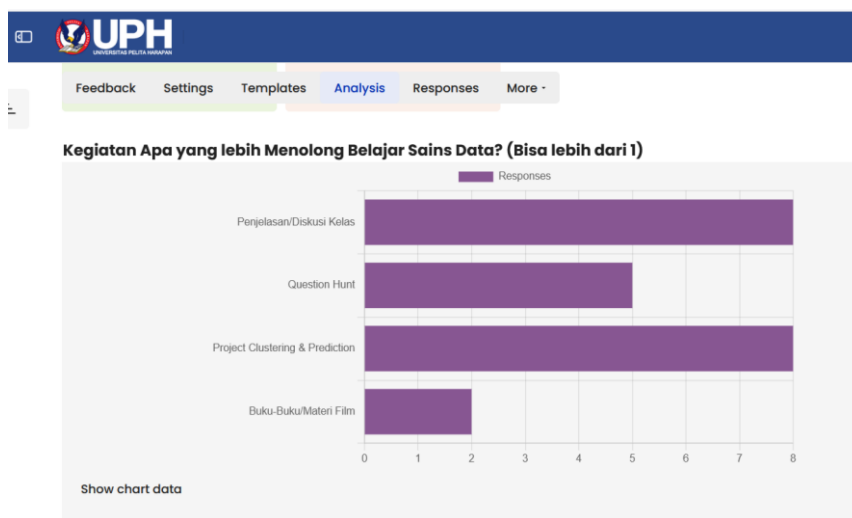
Gambar 1. *Trend line* (Linear/Hijau & Polynomial/Merah) antara *Score Question-Hunt* dan Moodle (LMS) Access.



Gambar 2. *Trend line* (Linear/Hijau & Polynomial/Merah) antara Nilai Akhir Bisnis Teknologi dan Moodle (LMS) Access.

Xue et al., (2024) menemukan bahwa penggunaan *ChatGPT* tidak meningkatkan kemampuan mahasiswa yang belajar *coding* dalam *computer science*. Malah ada tendensi bahwa mahasiswa yang mengandalkan *ChatGPT* justru kurang memanfaatkan *resources* lain yang juga tersedia. Jadi memang menggunakan *ChatGPT* begitu saja tidak menjamin peningkatan pemahaman atau kemampuan mahasiswa. Faktor lain yang sangat penting adalah desain aktivitas dalam perkuliahan untuk meramu interaksi positif yang mendorong pemahaman dan kemampuan.

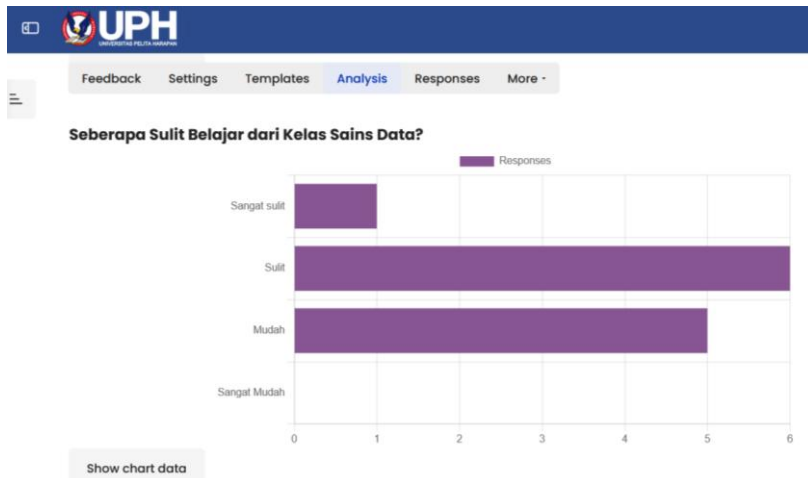
Beberapa *feedback* yang didapatkan dari kuliah *Data Science* menunjukkan adanya peningkatan pemahaman dan manfaat subyektif dari interaksi dengan peer dan AI. Gambar 3, misalnya menunjukkan bahwa *Question-Hunt* dirasa membantu pemahaman selain penjelasan/diskusi kelas dan mengerjakan *project clustering* dan *prediction* dengan data Covid-19.



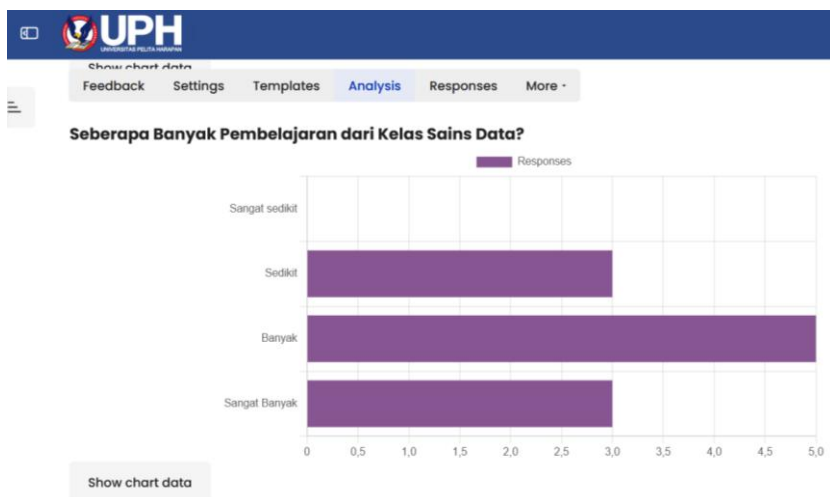
Gambar 3. Aktivitas yang dirasa menolong kuliah Data Science

Secara umum, banyak yang merasa kuliah *Data Science* sulit, namun menyediakan banyak pembelajaran (Gambar 4 dan Gambar 5). Ini merupakan indikasi yang cukup baik terhadap desain perkuliahan dan pengalaman belajar yang positif. Untuk Kelas Bisnis Teknologi, tidak dilakukan *feedback* kualitatif.²

² Pada implementasi beberapa tahun sebelum pandemi pernah dilakukan *feedback* serupa terhadap kelas yang sudah melakukan interaksi Forum tanpa *ChatGPT* dan



Gambar 4. Opini tingkat kesulitan kuliah *Data Science*



Gambar 4. Opini tingkat pembelajaran kuliah *Data Science*

Tabel 1 menunjukkan beberapa contoh komentar *feedback* yang *diposting* di LMS tentang pengalaman belajar kuliah *Data Science*. Kebanyakan menunjukkan penilaian positif dengan beberapa hal konkret

tanpa debat. Hasil *feedback* menunjukkan kemiripan dengan kelas *Data Science*, bahwa sebagian besar merasa perkuliahan cukup sulit, namun sangat menarik dan relevan.

yang menandai perubahan pemahaman/pemikiran sebelum dan sesudah mengikuti perkuliahan.

Tabel 1. Komentar *Feedback* Peserta Kelas *Data Science*

Apa Hal Penting yang Dipelajari dari Kelas Sains Data? • Harus berpikir kritis, menanyakan pertanyaan yang tepat merupakan hal yang penting, AI hanya merupakan alat sedangkan manusia yg tetap harus berpikir • Bagaimana <i>data science</i> dapat membantu perusahaan/aparat medis, dll yang membutuhkan data tersebut sebagai pertimbangan untuk menentukan langkah selanjutnya. • Harus berhati2 dalam memberikan data terutama data pribadi • Melakukan codingan dan intepretasi hasil data codingan dari data nyata (seperti COVID-19 dan data tokopedia) • Saya belajar bahwa salah satu hal yang paling mahal di dunia ini adalah data, orang rela membayar demi mendapatkan data kita. Oleh karena itu, saya belajar bahwa sangat penting untuk menjaga privasi kita dan tidak mudah untuk memberikan data kita • Cara untuk mengolah data dan menunjukkannya dalam bentuk grafik yang lebih mudah dimengerti.
Apa yang berbeda dari sebelum dan sesudah mengikuti kelas <i>Data Science</i>? • Sebelum = <i>Data Science</i> hanya diperuntukan untuk orang yang dapat <i>coding</i> dengan baik Sesudah = Data dunia nyata bersifat sangat tidak pasti, tidak selalu membentuk pola/kecenderungan. Untuk menghasilkan kesimpulan yang baik pemrosesan data merupakan tahap yang sangat penting. • Sebelum mengikuti kelas <i>Data Science</i>, saya merasa bahwa intepretasi data dari hasil <i>codingan</i> dan melakukan <i>codingan</i> untuk hal-hal statistik cukup sulit dan memerlukan jam terbang yang lama. Setelah mengikuti kelas ini, walaupun tidak dapat mengatakan bahwa telah mahir dalam <i>coding</i>, tetapi setidaknya sudah mampu menjelajahi dunia <i>codingan</i> dan mempelajari di luar kelas. Hal tersebut akan sangat membantu dalam memulai <i>project</i> yang memerlukan <i>skill codingan</i> spesifik dalam ranah ilmu saya. • Sebelum mengikuti kelas <i>Data Science</i>, saya tidak tahu bahwa di balik toko <i>online</i>, mereka dapat memprediksi dan mengelompokkan preferensi belanja dari pengguna mereka, setelah saya mengikuti kelas <i>Data Science</i>, saya mendapatkan <i>insight</i> yg baru terhadap data dan ternyata data seseorang dapat menentukan preferensi seseorang tersebut. Selain itu, saya juga mendapatkan mempelajari bahwa ternyata tidak segala sesuatu dapat

- diselesaikan dengan AI, meskipun AI sangat canggih. Sebelumnya, saya berpikir bahwa suatu saat AI dapat menguasai dunia karena kecanggihannya
- saya menjadi lebih paham tentang penggunaan *coding* dan cara menerapkannya untuk mengolah data yang berhubungan dengan peminatan saya (biologi)
 - kita dapat mengetahui cara peng*codingan* data dari berbagai permasalahan yang ada di masyarakat dan menentukan prediksi suatu kondisi sosial.
 - Sebelum mengikuti tidak tahu apa-apa tentang *clustering*, *prediction* maupun *bigdata* setelah mengikuti lebih mengetahui lebih luas tentang hal-hal tersebut bahkan jika difokuskan ke satu titik maka tingkat kesuksesan kita untuk menjadi seseorang yang memiliki posisi yang tinggi dalam perusahaan lebih besar dibandingkan jika kita tidak tahu apa-apa tentang Data Science, karena dalam sebuah perusahaan pasti memiliki sebuah data untuk dikelola dan tidak banyak orang-orang yang bisa mengelola bahkan membaca dengan baik.

Secara umum, analisis statistik data akses mahasiswa di LMS menunjukkan korelasi positif dengan *score* dan nilai kuliah. Terdapat limitasi pada Kuliah Bisnis Teknologi yang menunjukkan *p value* yang tidak signifikan pada hasil regresi, mungkin karena keterbatasan jumlah data (N = 16), yang lebih rendah dibandingkan kelas *Data Science* (N= 85).

Komentar-komentar kualitatif yang positif tentang pembelajaran juga mengindikasikan pengalaman positif dari peserta kelas *Data Science*. Ada kemungkinan kesan positif terhadap *ChatGPT* juga muncul dari pemosisian AI sebagai *peer* dalam perjalanan memahami materi yang dapat dikritisi lebih lanjut dalam tanya jawab dengan mahasiswa lain atau debat. Jadi AI tidak diposisikan sebagai *Tutor* atau penentu kebenaran dalam proses belajar. Ini sejalan dengan pengalaman lain dari kuliah Teknik Elektro di Australia yang menempatkan AI sebagai alat bantu desain (Ambikairajah, et al., 2024).

Limitasi dari penelitian ini adalah ketiadaan kontrol grup dari kelas serupa. Kelas Bisnis Teknologi dari masa sebelum pandemi yang sudah didesain dengan interaksi kelas di Forum LMS tanpa *ChatGPT* sudah menunjukkan *engagement* dan penilaian yang cukup positif dari komentar mahasiswa. Sehingga bisa diperdebatkan apakah aplikasi AI betul-betul meningkatkan kualitas pengalaman belajar yang sudah ada tanpa AI. Namun demikian, keuntungan penggunaan AI dalam konteks di mana responsnya bisa dikritisi, diharapkan juga mendorong kekritisian

mahasiswa terhadap reaksi AI yang rentan halusinasi atau kurang cocok untuk kasus tertentu (Banerjee et al., 2025).

Selain itu, desain pembelajaran yang menyediakan kesempatan interaksi yang intensif antar sesama mahasiswa menuntut kerja ekstra dari dosen untuk mengawal proses belajar dan penilaian *score* agar tetap adil dan membuka kesempatan belajar seluas-luasnya untuk semua mahasiswa dengan tingkat pemahaman dan skill yang berbeda. Menambahkan AI ke dalam proses interaksi yang *unpredictable* sebenarnya meningkatkan kerumitan kerja dosen.

Jika menginginkan proses belajar yang simplistik, sebenarnya lebih mudah dengan gaya *lecturing* konvensional, yang disusul ujian atau tugas menulis paper. Namun, munculnya AI memang mendisrupsi gaya tradisional ini, sehingga mau tidak mau dosen juga harus beradaptasi dengan perkembangan terbaru, jika tidak ingin jadi *obsolete*.

Kesimpulan

Penggunaan *Artificial Intelligence* (AI) tidak melulu merupakan hal tabu dalam pendidikan. AI seperti *ChatGPT* justru membuka kemungkinan untuk proses pembelajaran yang lebih *personalized*, yang menyediakan kesempatan tanya jawab yang sesuai minat dan kebutuhan personal individu (Qadir, 2023). Namun demikian, memang perlu kekritisan untuk menanggapi respons AI yang tidak terlepas dari limitasi dan halusinasi.

Desain pembelajaran dengan menempatkan AI dalam segitiga pembelajaran materi – *peers* – *mentor*, seperti visi Ivan Illich, dan diterapkan dalam perkuliahan *Data Science* dan Bisnis Teknologi dalam konteks pendidikan di program Studi Teknik Elektro UPH, tampaknya memberikan pengalaman belajar yang positif. Korelasi antara aktivitas di LMS (*posts + views*) dengan *score* dan nilai kuliah menunjukkan angka cukup tinggi ($r = 0,49$ dan $r = 0,39$). Komentar kualitatif mahasiswa juga menunjukkan kepuasan terhadap pengalaman belajar dan poin konkret perubahan pemahaman sebelum dan sesudah mengikuti kuliah, walaupun kuliahnya sendiri dinilai cukup sulit.

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REVITALISASI PENDIDIKAN VOKASI DI INDONESIA: TRANSISI SEKOLAH KE DUNIA KERJA MELALUI FILOSOFI PENDIDIKAN MOH. SJAFEI

[REVITALIZING VOCATIONAL EDUCATION IN INDONESIA: THE SCHOOL-TO-WORK TRANSITION THROUGH MOH. SJAFEI'S EDUCATIONAL PHILOSOPHY]

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Abstract

Indonesia's vocational education system faces ongoing challenges in facilitating the school-to-work transition. Despite various reform efforts, the high unemployment rate among vocational high school (SMK) graduates indicates a mismatch between educational outcomes and labor market needs. This study uses a Systematic Literature Review (SLR) of 60 primary source articles from Google Scholar to identify key themes affecting vocational education performance: school-to-work transition gaps, policy and implementation issues, curriculum and pedagogical transformation, institutional barriers, and limited integration of local wisdom and character education. These findings are analyzed through the philosophical lens of Moh. Sjafai, a pioneering Indonesian educator who emphasizes holistic, community-based, and practice-oriented learning. The results demonstrate that Sjafai's "head, heart, hand" framework offers a culturally

grounded alternative to address structural inefficiencies and human development gaps in current vocational education. The study concludes with a series of policy recommendations aligned with Sjafei's educational ideals, which advocate for reforms that balance technical skills with character building and contextual relevance. This integrated approach provides a meaningful pathway to revitalize vocational education and improve the employability of young people in Indonesia.

Keywords: Curriculum reform; education policy; Moh. Sjafei; school-to-work transition

Abstrak

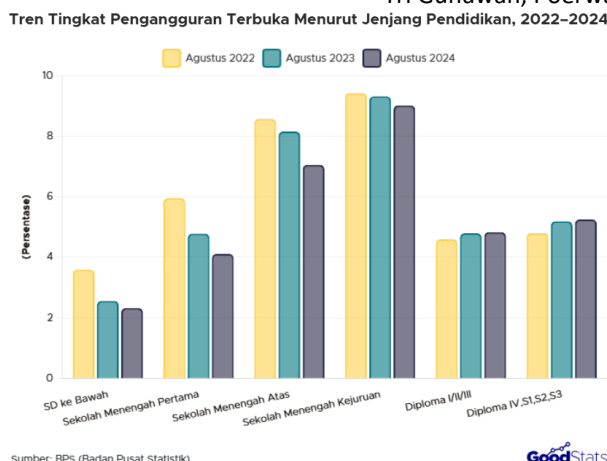
Sistem pendidikan vokasi di Indonesia menghadapi tantangan berkelanjutan dalam memfasilitasi transisi sekolah ke dunia kerja. Meskipun telah dilakukan berbagai upaya reformasi, tingginya angka pengangguran lulusan Sekolah Menengah Kejuruan (SMK) menunjukkan adanya ketidaksesuaian antara hasil pendidikan dan kebutuhan pasar tenaga kerja. Studi ini menggunakan *Systematic Literature Review* (SLR) terhadap 60 artikel sumber utama dari Google Scholar untuk mengidentifikasi tema-tema utama yang memengaruhi kinerja pendidikan vokasi: kesenjangan transisi dari sekolah ke dunia kerja, isu kebijakan dan implementasi, transformasi kurikulum dan pedagogi, hambatan kelembagaan, serta terbatasnya integrasi kearifan lokal dan pendidikan karakter. Temuan-temuan ini dianalisis melalui sudut pandang filosofi Moh. Sjafei, seorang pendidik perintis Indonesia yang menekankan pembelajaran holistik, berbasis komunitas, dan berorientasi praksis. Hasil penelitian menunjukkan bahwa kerangka kerja “otak, hati, tangan” Sjafei menawarkan alternatif yang berlandaskan budaya untuk mengatasi inefisiensi struktural dan kesenjangan pembangunan manusia dalam pendidikan vokasi saat ini. Studi ini diakhiri dengan serangkaian rekomendasi

kebijakan yang selaras dengan cita-cita pendidikan Sjafei, yang mengadvokasi reformasi yang menyeimbangkan keterampilan teknis dengan pembentukan karakter dan relevansi kontekstual. Pendekatan terpadu ini menyediakan jalur yang berarti untuk merevitalisasi pendidikan kejuruan dan meningkatkan kemampuan kerja kaum muda di Indonesia.

Kata Kunci: Pendidikan vokasi; transisi sekolah ke dunia kerja; Moh. Sjafei; kebijakan pendidikan; reformasi kurikulum

Pendahuluan

Pendidikan vokasi di Indonesia menghadapi tantangan yang signifikan, terutama terkait dengan transisi lulusan dari sekolah ke pasar kerja. Lulusan Sekolah Menengah Kejuruan (SMK) secara konsisten menunjukkan tingkat pengangguran terbuka tertinggi dibandingkan dengan jenjang pendidikan lainnya (Arifa, 2024; Badan Pusat Statistik, 2024; Loahandi, 2024; Pahlevi, 2021; Soelistiyono & Feijuan, 2022). Data Agustus 2024 menunjukkan bahwa tingkat pengangguran terbuka lulusan SMK mencapai 9,01%, jauh di atas rata-rata nasional 4,91% (Badan Pusat Statistik, 2024; Loahandi, 2024). Sebagai perbandingan, Tingkat Pengangguran Terbuka (TPT) lulusan SMA adalah 7,05%, lulusan diploma 4,83%, dan lulusan universitas 5,25% (Badan Pusat Statistik, 2024; Loahandi, 2024). Lebih dari 1,6 juta lulusan SMK menganggur pada awal 2024 (Ariansyah et al., 2024; Ayu, 2024). Tingginya angka pengangguran di kalangan pemuda memicu berbagai permasalahan sosial dan ekonomi (Ariansyah et al., 2024). Ironisnya, Sekolah Menengah Kejuruan (SMK) yang dirancang untuk terhubung dan selaras dengan pasar kerja justru menjadi penyumbang terbesar pengangguran di kalangan pemuda (Fattah et al., 2021).



Sumber: data.goodstats.id

Gambar 1. Tren Tingkat Pengangguran Terbuka Menurut Jenjang Pendidikan, 2022-2024

Berbagai upaya telah dilakukan oleh pemerintah untuk mengatasi masalah ini, seperti kebijakan “*link and match*” sejak tahun 1990-an, perubahan rasio sekolah umum terhadap kejuruan dari 70:30 menjadi 30:70 pada tahun 2008, hingga program revitalisasi SMK melalui instruksi Presiden No. 9/2016 (Peraturan.bpk.go.id, 2008, 2016; Peraturan Pemerintah Nomor 29 Tahun 1990, 1990; Purwanto et al., 2023; Suharno et al., 2020; Tessa & Humaedi, 2024). Namun, kritik menunjukkan bahwa banyak kebijakan yang dilaksanakan secara parsial. Misalnya, perubahan rasio sekolah dari 70:30 menjadi 30:70 tidak disertai dengan studi kelayakan yang memadai, sehingga mengakibatkan rendahnya kualitas banyak sekolah menengah kejuruan baru (Ariansyah et al., 2024; Mappiase, 2014; Seameo Voctech, 2020; Suharno et al., 2020). Lulusan kesulitan untuk mendapatkan pekerjaan karena pendidikan cenderung teoritis dan kurang relevan dengan kebutuhan industri (Ali et al., 2020; Judijanto et al., 2024; Suharno et al., 2020). Fasilitas dan guru kejuruan masih terbatas, dan keterlibatan industri juga masih minimal (Ahmad et al., 2024; Saputro et al., 2021; Seameo Voctech, 2020; Suharno et al., 2020; Tanjung et al., 2025; Widiastuti et al., 2023). Akibatnya, terdapat ketidaksesuaian keterampilan antara kompetensi lulusan dengan tuntutan pasar tenaga kerja (Ariansyah et al., 2024; Khoiruddin et al., 2024; Putranto et al., 2024; Sukanti & Sulistyaningrum, 2022).

Sebaliknya, tokoh pendidikan Indonesia Moh. Sjafei (1893-1969) memperkenalkan pendekatan vokasi visioner yang berpusat pada kemandirian nasional jauh sebelum kemerdekaan Indonesia. Pada tahun 1926, ia mendirikan Indonesisch Nederlandsche School (INS) Kayutanam di Sumatra Barat, sebuah sekolah yang menekankan pendidikan vokasi praktis, pembangunan karakter, dan nasionalisme anti-kolonial dengan mengintegrasikan pelatihan keterampilan manual dengan penggunaan bahasa lokal (Melayu) dan nilai-nilai untuk menumbuhkan kemandirian (Fajri et al., 2019; Sjafei, 1978, 1979, 2010). Konsep pendidikan Moh. Sjafei didasarkan pada filosofi belajar, bekerja, berbuat, yang menekankan pada pembelajaran aktif dengan keterampilan praktis dan pengembangan karakter mandiri (Fajri et al., 2019; Sjafei, 1978, 1979, 2010). Filosofi ini sejalan dengan pendekatan pendidikan progresif John Dewey dan konsep "*Arbeitsschule*" by Georg Kerschensteiner yang memandang sekolah perlu mempersiapkan siswa dengan keterampilan kerja nyata (Dewey, 1938; Fajri et al., 2019; Kerschensteiner, 1912; Knoll, 2017). Dalam konteks tantangan sekolah menengah kejuruan saat ini, pemikiran Moh. Sjafei berpotensi memberikan solusi inspiratif terhadap krisis relevansi dan tingginya angka pengangguran di kalangan lulusan.

Urgensi penelitian ini berfokus pada kearifan lokal historis untuk merevitalisasi pendidikan vokasi modern. Hingga saat ini, belum banyak kajian komprehensif yang mengaitkan filosofi pendidikan tokoh nasional dengan praktik sekolah vokasi saat ini. Oleh karena itu, artikel ini melakukan tinjauan pustaka sistematis (SLR) untuk menyelidiki bagaimana pemikiran Moh. Sjafei dapat menjawab tantangan utama pendidikan vokasi di Indonesia dan memfasilitasi transisi dari sekolah ke dunia kerja. Tujuan penelitian ini adalah merumuskan rekomendasi kebijakan pendidikan vokasi berdasarkan filosofi Moh. Sjafei yang kontekstual dengan kebutuhan abad ke-21. Hasil penelitian ini diharapkan dapat berkontribusi dalam memperkuat kualitas sekolah vokasi dan mengurangi pengangguran lulusan secara berkelanjutan.

Metode Penelitian

Pencarian Literatur dan Seleksi

Studi ini menggunakan desain *Systematic Literature Review* (SLR) untuk mengeksplorasi bagaimana filosofi pendidikan Moh. Sjafei dapat

digunakan untuk memberikan gambaran reformasi pendidikan vokasi dan transisi sekolah ke dunia kerja di Indonesia. Prosedur tinjauan sistematis ini mengikuti pedoman PRISMA 2020 (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) yang menekankan transparansi dan replikasi dalam proses identifikasi, penyaringan, penilaian kelayakan, dan inklusi studi (Haddaway et al., 2022).

Pencarian literatur komprehensif dilakukan melalui Google Scholar, menggunakan kata kunci dalam bahasa Inggris dan Indonesia untuk memaksimalkan cakupan. Kata kunci yang digunakan meliputi: "pendidikan vokasi Indonesia", "revitalisasi SMK", "transisi sekolah ke dunia kerja", "kemampuan kerja pemuda", dan "Moh. Sjafei". Pencarian ini menargetkan publikasi tahun 2015 hingga awal 2025 untuk menangkap wacana penelitian dan kebijakan pendidikan vokasi Indonesia dalam satu dekade terakhir.

Tahap *Identification* menghasilkan 265 artikel. Setelah pemeriksaan awal, 45 rekam dihapus sebelum penyaringan karena duplikasi (30), terdeteksi tidak relevan oleh sistem otomatis (10), atau tidak memenuhi kriteria awal (5). Sebanyak 220 artikel tersisa untuk tahap *Screening*. Semua hasil pencarian telah melalui proses penyaringan berdasarkan kriteria inklusi yang telah ditentukan. Kriteria inklusi ini memastikan bahwa hanya sumber yang paling relevan dan berkualitas tinggi yang ditinjau. Kriteria tersebut adalah sebagai berikut:

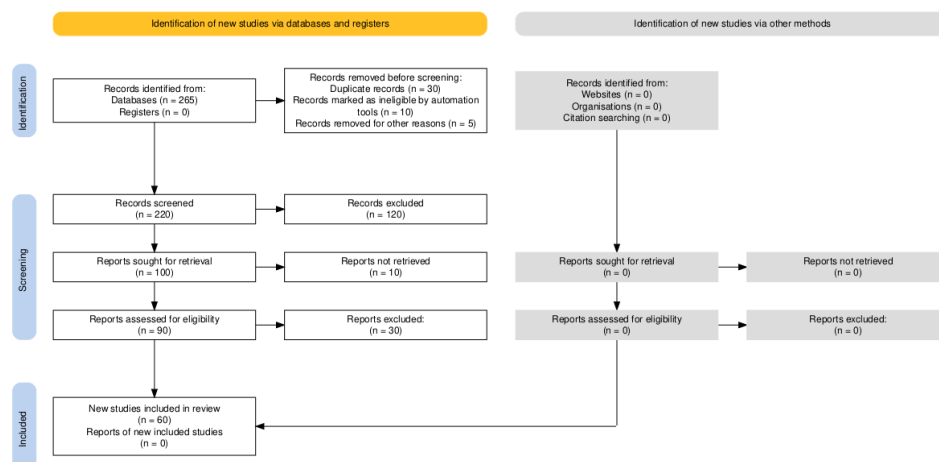
- **Relevansi:** sumber membahas pendidikan vokasi dan transisi dari sekolah ke dunia kerja (kemampuan kerja kaum muda, pelatihan keterampilan, dll)
- **Jenis Dokumen:** sumber berupa artikel jurnal yang telah melalui tinjauan sejawat (*peer reviewed process*) dan/atau dokumen kebijakan resmi pemerintah (laporan)
- **Periode Publikasi:** diterbitkan antara tahun 2015 dan 2025 untuk berfokus pada perkembangan terkini
- **Fokus Geografis:** latar studi atau konteks kebijakan adalah Indonesia (konteks nasional atau regional di Indonesia)
- **Bahasa:** teks lengkap tersedia dalam bahasa Inggris atau Indonesia
- **Aksesibilitas:** sumber teks lengkap dapat diakses oleh peneliti (bukan hanya abstrak atau kutipan)

- **Isi:** berisi data empiris, analisis, atau tinjauan teoretis substantif (bukan hanya opini editorial)

Berdasarkan kriteria tersebut, 120 artikel dieliminasi pada tahap penyaringan karena tidak memenuhi relevansi atau kelengkapan naskah. Sisanya (100 artikel) dilanjutkan ke tahap *Eligibility* dengan pencarian naskah lengkap. Dari jumlah tersebut, 10 laporan tidak dapat diunduh sehingga hanya 90 artikel yang dianalisis kelayakannya secara penuh.

Tahap *Eligibility* menghasilkan 30 laporan yang dikeluarkan karena (1) konteks penelitian di luar Indonesia ($n = 10$), (2) tidak menyertakan data empiris ($n = 8$), dan (3) bersifat opini konseptual ($n = 12$). Dengan demikian, tahap *Included* menyisakan 60 artikel utama yang dinyatakan memenuhi kriteria dan digunakan sebagai data inti. Ke-60 artikel tersebut terdiri atas penelitian empiris dan laporan kebijakan yang relevan dengan pendidikan vokasi di Indonesia, khususnya dalam konteks transisi sekolah ke dunia kerja.

Alur seleksi literatur ditampilkan pada Gambar 2, yang menggambarkan seluruh proses *identification–screening–eligibility–included* sesuai pedoman PRISMA 2020.



Sumber: https://estech.shinyapps.io/prisma_flowdiagram/, diolah peneliti, 2025

Gambar 2. Diagram alur proses seleksi literatur berdasarkan pedoman PRISMA 2020

Data Analisis

60 dokumen yang lolos seleksi, diimpor ke ATLAS.ti (versi 9), perangkat lunak analisis data kualitatif berbantuan komputer, untuk memfasilitasi pengkodean sistematis dan pengembangan tema. Pendekatan analisis tematik induktif digunakan, yang berarti bahwa kode dan tema tidak ditentukan sebelumnya tetapi muncul dari isi literatur. Pendekatan ini sangat cocok untuk mengintegrasikan temuan dari studi kualitatif, karena analisis tematik memungkinkan peninjau untuk “menyatukan dan mengintegrasikan temuan dari beberapa studi kualitatif” (Braun & Clarke, 2006; Thomas & Harden, 2008). Setiap dokumen dibaca dengan cermat dan dikodekan baris demi baris untuk konsep dan wawasan yang terkait dengan pertanyaan penelitian. Kode dibuat untuk memberi label ide-ide yang berulang (misalnya, “kemitraan industri”, “relevansi kurikulum”, “pengembangan keterampilan lunak”, “filosofi Sjafei dalam praktik”). Sepanjang proses pengkodean, kode terus-menerus dibandingkan dan disempurnakan; kode yang serupa dikelompokkan ke dalam kategori yang lebih luas, dan tema-tema yang berbeda secara bertahap terbentuk berdasarkan pola yang diamati di seluruh sumber.

Selain literatur primer, peneliti juga menggunakan serangkaian sumber tambahan untuk memperkaya informasi dan mengkontekstualisasikan temuan tinjauan. Sumber-sumber ini mencakup sekitar 35 referensi komparatif (misalnya, studi internasional atau tinjauan historis sistem pendidikan vokasi) dan 13 sumber sekunder tentang Moh. Sjafei (seperti catatan biografi dan tulisan tentang filsafat pendidikannya). Meskipun materi tambahan ini memberikan latar belakang yang berharga dan membantu dalam melakukan perbandingan, materi-materi tersebut tidak diimpor ke ATLAS.ti atau dikodekan secara sistematis, karena berada di luar cakupan SLR yang telah ditentukan. Sebaliknya, materi-materi tersebut digunakan untuk memperkaya pemahaman konsep-konsep kunci dan untuk memastikan bahwa interpretasi prinsip-prinsip Sjafei akurat dan didasarkan pada kajian yang ada.

Setelah pengkodean selesai, data disintesis dengan mengidentifikasi tema-tema yang paling menonjol dan berulang terkait pendidikan vokasi dan transisi sekolah ke dunia kerja di Indonesia. Proses

sintesis ini melibatkan agregasi temuan-temuan di bawah tajuk tematik dan meringkas apa yang muncul dari kumpulan literatur tentang setiap tema. Perhatian khusus diberikan untuk menafsirkan tema-tema ini melalui sudut pandang filosofi pendidikan Moh. Sjafei. Dalam praktiknya, ini berarti mengkaji bagaimana setiap tema yang muncul (misalnya, “pelatihan berbasis masyarakat”, atau “pembangunan karakter dalam kurikulum vokasi”) selaras dengan prinsip-prinsip yang dianut oleh Sjafei. Dengan menghubungkan tema-tema yang berasal dari literatur dengan cita-cita Sjafei, studi ini dapat menarik hubungan antara tantangan kontemporer dalam pendidikan vokasi dan wawasan filosofis Moh. Sjafei yang abadi. Sintesis kualitatif dan tematik dari studi literatur ini memastikan bahwa kesimpulan tinjauan didasarkan dengan kuat pada bukti yang terkumpul sekaligus menyoroti relevansi filosofi Sjafei dalam menjawab kebutuhan pendidikan modern.

Revitalisasi Pendidikan Vokasi di Indonesia melalui Filosofi Pendidikan Moh. Sjafei

Tema 1. Transisi Sekolah ke Dunia Kerja

Tinjauan sistematis mengungkapkan bahwa tantangan transisi sekolah ke pekerjaan merupakan salah satu perhatian utama dalam literatur pendidikan vokasi. Tema ini dikodekan 120 kali di seluruh sumber, muncul dalam 48 dari 60 dokumen yang ditinjau (80,00%). Subtopik yang umum meliputi ketidaksesuaian keterampilan-pekerjaan, relevansi pelatihan vokasi yang terbatas terhadap kebutuhan industri, tingginya pengangguran kaum muda, termasuk populasi NEET (*not in employment, education, or training*) dan lemahnya hubungan antara sekolah dan lembaga pasar tenaga kerja.

Berdasarkan hasil peninjauan, muncul permasalahan yang konsisten: ketidaksesuaian yang signifikan antara pendidikan vokasi dan tuntutan pasar tenaga kerja (Khusaini et al., 2021; Samani, 2018; Suharno et al., 2020; Wiriadidjaja et al., 2019). Banyak program SMK tidak selaras dengan prioritas ekonomi provinsi. Di 26 dari 34 provinsi, kurang dari separuh program vokasi yang sesuai dengan sektor prioritas lokal (Khusaini et al., 2021; Suryani et al., 2023; Syarifah et al., 2019; Yusuf & Mukhadis, 2018). Akibatnya, lulusan seringkali memiliki keterampilan

yang tidak sesuai dengan lapangan pekerjaan yang tersedia. Data nasional menunjukkan 46 persen perusahaan kesulitan menemukan pekerja yang sesuai meskipun tingkat pengangguran tinggi (Kiram et al., 2019; Kurmala, 2024). Para pemberi kerja juga melaporkan kesenjangan besar dalam kompetensi teknis dan keterampilan lunak seperti komunikasi dan kerja sama tim (Belinda, 2024; Samani, 2018). Perubahan teknologi yang pesat semakin memperlebar kesenjangan ini, terutama karena pekerjaan di sektor digital dan jasa membutuhkan keterampilan digital dan sosio-emosional tingkat lanjut yang belum dimiliki banyak lulusan (Belinda, 2024; Khusaini et al., 2021).

Pengangguran kaum muda juga menjadi perhatian yang terus berlanjut. Angkanya tetap berada pada 15-17 persen, empat kali lebih tinggi daripada tingkat pengangguran orang dewasa dan berada di atas Malaysia, Thailand, dan Vietnam (Lawitta et al., 2017; Pradipta et al., 2021; Yanindah, 2021). Lulusan SMK secara paradoks menghadapi tingkat pengangguran terbuka tertinggi, sekitar 8-11 persen (Astuti & Berlian, 2024; Siminjutak et al., 2022; Suharno et al., 2020). Indonesia juga memiliki hampir 10 juta pemuda NEET akibat restrukturisasi ekonomi, gangguan pandemi, dan meningkatnya ambang batas kualifikasi (Belinda, 2024; Binasari & Tentama, 2025). Bahkan ketika sudah bekerja, banyak kaum muda memasuki pekerjaan informal, tidak stabil, atau berkualitas rendah (Wiriadidjaja et al., 2019). Secara global, lebih dari 80 persen pekerja muda di negara berkembang, bekerja pada sektor informal (Kiram et al., 2019; United Nations Children's Fund [UNICEF], 2019). Kurangnya persiapan untuk berwirausaha atau bekerja di sektor informal, lulusan SMK seringkali kesulitan beradaptasi (Siminjutak et al., 2022). Perusahaan secara konsisten menyoroti kekurangan dalam hal kesiapan kerja, komunikasi, pemecahan masalah, dan kebiasaan profesional (Astuti et al., 2021; Belinda, 2024; Dewi et al., 2021; Kholifah et al., 2022; Kurmala, 2024).

Permasalahan ini diperparah oleh kelemahan struktural. Koordinasi antara sekolah, pemerintah, dan industri masih terfragmentasi (Suharno et al., 2020). Pemutakhiran kurikulum, peralatan pelatihan, magang, dan kemitraan sekolah-industri belum dilaksanakan secara konsisten, meskipun telah ada program *Link and Match* dan Revitalisasi SMK (Ali et al., 2020; Mukhadis et al., 2018; Siminjutak et al., 2022). Layanan penempatan kerja, bimbingan karier, dan sistem informasi pasar kerja masih berkembang dan hanya menjangkau sebagian kecil siswa (Khusaini et al., 2021; Wiriadidjaja et al., 2019). Pusat pelatihan BLK membantu

mengisi kesenjangan tetapi kualitasnya sangat bervariasi dan tidak dapat sepenuhnya mengimbangi kelemahan dalam pelatihan formal (Khusaini et al., 2021).

Untuk mengatasi tantangan ini, para akademisi merekomendasikan pembaruan kurikulum agar sesuai dengan tuntutan industri, penguatan keterampilan digital dan abad ke-21, serta perluasan program magang dan pembelajaran praktis (Ali et al., 2020; Misbah et al., 2020; Wiriadidjaja et al., 2019). Pengembangan kewirausahaan semakin banyak diusulkan sebagai jalur alternatif (Fawaid et al., 2022; Khusaini et al., 2021). Keterlibatan industri yang lebih mendalam dalam merancang program, menilai keterampilan, dan melatih guru juga ditekankan (Suharno et al., 2020). Namun, reformasi ini membutuhkan perubahan sistemik jangka panjang, dan sementara itu, ketidaksesuaian keterampilan terus mendorong pengangguran (*unemployment*) dan setengah pengangguran (*underemployment*) (Misbah et al., 2020; Wicaksono et al., 2023).

Sebagai perbandingan sejarah, filsuf pendidikan, Moh. Sjafei menawarkan model yang secara langsung mengintegrasikan pendidikan dengan pekerjaan dan kehidupan bermasyarakat (Afdhal et al., 2022; Fauzi, 2022; Sjafei, 1978). INS Kayutanam mewujudkan “otak, hati, dan tangan”, sebuah pendekatan holistik yang menggabungkan studi akademis, praktik kerja, pembelajaran budaya, dan pengembangan karakter. Melalui pertanian, kerajinan tangan, manajemen koperasi, dan kegiatan seni, siswa belajar melalui kerja nyata dan keterlibatan dalam masyarakat (Afdhal et al., 2022; Fajri et al., 2020; Mindani, 2022). Model ini mengantisipasi tuntutan modern akan pembelajaran kontekstual yang berorientasi pada keterampilan dan menunjukkan bagaimana hubungan sekolah dan pekerjaan yang kuat dapat dibangun dari dalam sekolah itu sendiri.

Secara keseluruhan, tema 1 menyoroti bahwa transisi sekolah ke dunia kerja di Indonesia terhambat oleh program-program yang tidak selaras, jembatan kelembagaan yang lemah, dan keterampilan kerja yang kurang memadai (Pattinasarany, 2019; Suharno et al., 2020; Yanindah, 2021). Memperkuat relevansi, meningkatkan koordinasi, dan mengambil inspirasi dari model-model seperti INS Kayutanam dapat membantu Indonesia mentransformasi pendidikan vokasi menjadi jembatan yang lebih efektif menuju lapangan kerja yang bermakna bagi kaum muda.

Tema 2. Kebijakan & Usaha Revitalisasi SMK

Tinjauan sistematis mengungkapkan bahwa kerangka kebijakan dan tantangan implementasi seputar revitalisasi SMK merupakan fokus utama dalam literatur pendidikan vokasi. Tema ini dikodekan sebanyak 139 kali di seluruh sumber, muncul dalam 50 dari 60 dokumen yang ditinjau (83,33%). Subtopik yang umum meliputi interpretasi dan adaptasi lokal dari Instruksi Presiden No. 9/2016, kesenjangan koordinasi antara pemerintah pusat dan daerah, ketergantungan pada pedoman teknis tanpa adanya peraturan daerah, dan peran industri serta dukungan masyarakat dalam pelaksanaan kebijakan.

Temuan SLR menunjukkan bahwa kebijakan pemerintah berperan penting dalam merevitalisasi Sekolah Menengah Kejuruan (SMK) dan mendukung kelancaran transisi sekolah ke dunia kerja (Firdaus, 2020; Mukhadis et al., 2018; Nuraeni, 2023; Peraturan.bpk.go.id, 2016; Permadi et al., 2020; Suharno et al., 2020; Waris, 2020). Hampir semua dokumen menyoroti Instruksi Presiden No. 9/2016 tentang revitalisasi SMK sebagai pendorong utama peningkatan mutu dan relevansi pendidikan vokasi serta menyelaraskannya dengan amanat Undang-Undang Sistem Pendidikan Nasional tahun 2003 untuk menyelaraskan pelatihan dengan kebutuhan pasar kerja (Aditya et al., 2019; Estriyanto et al., 2017; Lestari et al., 2021; Misbah et al., 2020; Permadi et al., 2020; Pradipta et al., 2021; Rahdiyanta et al., 2019; Waris, 2020). Sejak 2016, Indonesia telah menjalankan agenda revitalisasi SMK yang ambisius, meliputi reformasi kurikulum, hubungan sekolah-industri, peningkatan mutu guru, dan restrukturisasi kelembagaan. Agenda ini secara luas dipandang penting untuk mengatasi ketidaksesuaian keterampilan dan tingginya angka pengangguran di kalangan lulusan SMK (Pambudi, 2025; Pattinasarany, 2019; Permadi et al., 2020; Rahdiyanta et al., 2019; Suharno et al., 2020; Waris, 2020).

Dalam hal kerangka kebijakan, Inpres 9/2016 mengisyaratkan komitmen nasional yang kuat, tetapi, sebagai sebuah instruksi alih-alih peraturan yang mengikat, Inpres tersebut mewajibkan kementerian dan pemerintah provinsi untuk menerjemahkan tujuannya menjadi program-program konkret (Firdaus, 2020; Lestari et al., 2021; Mukhadis et al., 2018; Nuraeni, 2023; Permadi et al., 2020; Suharno et al., 2020; Waris, 2020). Studi melaporkan adanya keterlambatan dan respons yang tidak merata: beberapa provinsi seperti Sumatera Selatan, baru mengeluarkan Peraturan Gubernur pendukung beberapa tahun kemudian, dan pada tahap awal hanya segelintir provinsi yang telah memberlakukan peraturan yang direkomendasikan. Di banyak tempat, sekolah-sekolah

mengandalkan “buku panduan revitalisasi” kementerian sebagai pedoman *de facto*. Desentralisasi menambah kompleksitas, karena SMK dikelola di tingkat provinsi, sehingga ketidakselarasan antara arahan pusat, tata kelola daerah, dan “ego sektoral” antar instansi dapat menghambat implementasi (Aditya et al., 2019; Estriyanto et al., 2017; Iqbal & Kamariani, 2024; Lestari et al., 2021; Permadi et al., 2020; Pradipta et al., 2021; Waris, 2020; Wiriadidjaja et al., 2019). Di sisi positif, dukungan masyarakat terhadap peningkatan SMK pada umumnya kuat dan dapat dimobilisasi melalui komite sekolah, forum industri, dan kemitraan pemangku kepentingan (Lestari et al., 2021; Permadi et al., 2020; Rahdiyanta et al., 2019; Suharno et al., 2020; Waris, 2020).

Direktorat Sekolah Vokasi, menetapkan lima area fokus utama untuk revitalisasi SMK (Iqbal & Kamariani, 2024). *Pertama*, pembaruan kurikulum dan penyelarasan dengan kebutuhan industri yang bertujuan untuk beralih dari model berbasis penawaran menjadi berbasis permintaan dengan mengintegrasikan standar industri, keterampilan abad ke-21, dan pelatihan yang lebih. *Kedua*, pengembangan guru dan staf berfokus pada peningkatan kompetensi guru melalui sertifikasi PPG, magang industri, dan pengembangan profesional berkelanjutan, khususnya dalam keterampilan Industri 4.0 dan literasi baru, sebagai respons terhadap data yang menunjukkan sangat rendahnya tingkat guru SMK bersertifikat di beberapa daerah. *Ketiga*, kolaborasi sekolah-industri (“*link and match*”) yang diperkuat melalui Nota Kesepahaman (MoU), perancangan kurikulum bersama, magang, OJT guru, dan teaching factory, sehingga pembelajaran mencerminkan praktik dunia kerja yang sesungguhnya. *Keempat*, sertifikasi dan akreditasi kompetensi bertujuan untuk memastikan lulusan memiliki sertifikat yang diakui industri dan program studi memenuhi standar mutu, sehingga meningkatkan daya kerja lulusan dan kepercayaan pemberi kerja. *Kelima*, pengembangan infrastruktur dan kelembagaan bertujuan untuk memodernisasi bengkel dan laboratorium, meningkatkan kepemimpinan sekolah, mengelompokkan SMK ke dalam jaringan, dan mengembangkan Pusat Unggulan SMK sebagai model bagi SMK lainnya, yang didukung oleh perubahan tata kelola dan pendanaan yang terarah.

Di lapangan, banyak SMK telah mulai menerapkan kurikulum berbasis kompetensi, berkonsultasi dengan dewan penasihat industri, membuka spesialisasi baru di bidang-bidang yang sedang berkembang, dan menggeser pedagogi ke arah pembelajaran berbasis proyek, magang, dan sistem blok yang mengganti pelatihan berbasis sekolah dengan

praktik industri (Fawaid et al., 2022; Iqbal & Kamariani, 2024; Wiriadidjaja et al., 2019). *Teaching factory* dan wirausaha siswa digunakan untuk menghubungkan pembelajaran dengan produksi dan kewirausahaan. Namun, studi kasus menunjukkan kendala yang masih ada: kurangnya laboratorium dan peralatan yang memadai, kerentanan finansial wirausaha berbasis sekolah, dan akses yang tidak merata terhadap dana revitalisasi sehingga menyebabkan tidak semua sekolah dapat sepenuhnya mewujudkan inovasi kurikulum ini.

Kompetensi guru muncul sebagai hambatan yang berulang. Hasil analisis menemukan bahwa upaya untuk memprofesionalkan guru vokasi melalui PPG, pelatihan dalam jabatan, kursus berbasis industri, magang guru, dan komunitas praktik yang berfokus pada pabrik pengajaran dan pembelajaran berbasis kompetensi (Khusaini et al., 2021; Misbah et al., 2020; Setiawan & Hamdani, 2021; Wiriadidjaja et al., 2019). Peta jalan kebijakan dari Kementerian Pendidikan dan Kebudayaan secara eksplisit memprioritaskan peningkatan kualitas guru Pendidikan dan Pelatihan Kejuruan (TVET) sebagai respons terhadap Industri 4.0. Namun demikian, banyak guru masih belum memiliki sertifikasi atau latar belakang industri yang kuat, sehingga perlu investasi berkelanjutan, rekrutmen praktisi industri ke dalam dunia pendidikan, dan pemutakhiran kurikulum pendidikan guru itu sendiri.

Dukungan kelembagaan dan sinergi kebijakan juga terus berkembang. Di tingkat nasional, pembentukan Tim Nasional Koordinasi Pendidikan dan Pelatihan Kejuruan (TKNV) di bawah Strategi Nasional Vokasi (Stranas Vokasi) bertujuan untuk menyelaraskan kebijakan vokasi dengan perencanaan ekonomi dan melibatkan langsung para pemberi kerja dalam tata kelola. Provinsi-provinsi telah membentuk forum koordinasi untuk mengadaptasi reformasi dengan kekuatan ekonomi lokal, dan revitalisasi SMK semakin terkait dengan rencana pembangunan daerah dan skema pendanaan khusus. Namun, permasalahan koordinasi yang terus berlanjut, disparitas sumber daya antara sekolah perkotaan dan pedesaan, keterlibatan industri yang tidak merata, dan kekakuan regulasi dalam menciptakan program baru menyebabkan pengangguran lulusan SMK tetap tertinggi di antara semua jenjang pendidikan, bahkan melebihi lulusan sekolah dasar dalam data terbaru.

Apabila dilihat keterkaitan reformasi kontemporer ini dengan filosofi pendidikan Moh. Sjafei dan INS Kayutanam, model "otak, tangan, dan hati"-nya mengintegrasikan pembelajaran akademik, keterampilan vokasional, seni, dan pendidikan karakter dalam sekolah berbasis

komunitas dan berorientasi praktis yang melibatkan siswa dalam produksi nyata dan proyek sosial (Afdhal et al., 2022; Afdhal & Ramdhan, 2023; Illahi, 2019; Wati et al., 2024; Widyaningrum, 2024). Hal ini mengantisipasi inisiatif *teaching factory* dan kewirausahaan masa kini, tetapi menempatkannya dalam konteks budaya lokal, bahasa Indonesia, nasionalisme, dan pembentukan karakter yang eksplisit, menggemakan program Penguatan Pendidikan Karakter dan nilai-nilai Pancasila yang sedang berjalan. Etos INS Kayutanam tentang keterlibatan dan kemandirian masyarakat, "dari, oleh, dan untuk masyarakat," menawarkan pengingat normatif bahwa revitalisasi vokasional tidak boleh semata-mata didorong oleh pasar, tetapi juga emansipatoris, memberdayakan lulusan sebagai agen perubahan sosial.

Singkatnya, Tema 2 menunjukkan bahwa revitalisasi SMK di Indonesia merupakan upaya komprehensif yang didorong oleh kebijakan, yang telah mulai memperbarui kurikulum, memperkuat hubungan dengan industri, meningkatkan kapasitas guru, dan membangun dukungan kelembagaan. Namun, masih menghadapi kesenjangan implementasi yang signifikan dan dampak yang tidak merata terhadap ketenagakerjaan muda. Menyelaraskan reformasi ini dengan visi holistik, berbasis nilai, dan berwawasan komunitas Moh. Sjafei dapat membantu memastikan bahwa pendidikan vokasi tidak hanya menghasilkan tenaga terampil teknis, tetapi juga warga negara yang beretika, mandiri, dan terlibat secara sosial.

Tema 3. Kurikulum, Pedagogi, dan Kemampuan Abad 21

Tema 3 dari tinjauan sistematis ini menunjukkan bahwa transformasi kurikulum, pedagogi inovatif, dan keterampilan abad ke-21 merupakan isu paling dominan dalam reformasi pendidikan vokasi Indonesia, yang dikodekan sebanyak 246 kali dan muncul dalam 58 dari 60 dokumen (97%). Kurikulum telah bergeser dari model yang berorientasi pada pasokan dan berbasis teori menuju pembelajaran berbasis kompetensi dan selaras dengan industri, dimulai dengan KBK dan KTSP pada tahun 2000-an dan diperkuat oleh Revitalisasi SMK (Instruksi Presiden 9/2016), Peraturan Presiden No. 68/2022, dan yang terbaru Kurikulum Merdeka, yang mempromosikan pembelajaran yang berpusat pada siswa, fleksibel, dan berorientasi pada keterampilan (Fuaida et al., 2023; Hardi et al., 2023; Hasim et al., 2023). Fitur utamanya adalah kolaborasi erat dengan industri melalui kurikulum yang dirancang bersama, standar berbasis SKKNI, sertifikasi profesi, dan model *teaching*

factory, di mana sekolah beroperasi layaknya perusahaan sehingga siswa merasakan proses produksi dan layanan yang autentik (Hidayat, 2017; Wahjusaputri & Bunyamin, 2022). Inisiatif-inisiatif ini bertujuan untuk menutup kesenjangan kompetensi dan meningkatkan kesiapan kerja lulusan.

Secara pedagogis, reformasi mendorong peralihan dari pembelajaran hafalan ke pembelajaran aktif, eksperiensial, dan berbasis proyek, yang dipercepat oleh pandemi dan penekanan Kurikulum Merdeka pada "belajar sambil bekerja" dan proyek-proyek industri nyata. Pada saat yang sama, terdapat dorongan kuat untuk mengintegrasikan keterampilan abad ke-21 dan pendidikan karakter, termasuk komunikasi, kolaborasi, berpikir kritis, pemecahan masalah, dan etos kerja, yang selaras dengan Profil Pelajar Pancasila dan dibingkai sebagai pengembangan "otak, tangan, dan hati" (Fuaida et al., 2023; Nuraeni, 2023; Waris, 2020). Namun, kesenjangan implementasi masih ada: banyak SMK kekurangan fasilitas memadai, keterlibatan industri tidak merata, kompetensi digital dan pedagogis guru seringkali terbatas, dan sistem penilaian masih beradaptasi dengan evaluasi berbasis kompetensi dan keterampilan lunak (Kailani & Rafidiyah, 2020; Pradipta et al., 2021). Menariknya, reformasi kontemporer ini menggabungkan filosofi holistik Moh. Sjafei dan INS Kayutanam, yang menggabungkan pembelajaran akademis, kerja praktik, dan pembentukan karakter dalam triad "Otak, Tangan, Hati" serta praktik yang berakar pada komunitas dan berpusat pada siswa (Hardi et al., 2023; Sjafei, 1978; Wati et al., 2024). Secara keseluruhan, Tema 3 menunjukkan arah yang jelas menuju sistem vokasional berbasis kompetensi, berpusat pada siswa, dan berorientasi pada nilai-nilai yang berupaya meningkatkan daya kerja di era Industri 4.0 sambil memanfaatkan warisan pendidikan Indonesia sendiri.

Tema 4. Kapasitas Kelembagaan dan Hambatan Sistemik

Tema 4 ini menunjukkan bahwa kapasitas kelembagaan dan hambatan sistemik merupakan faktor krusial namun seringkali kurang diperhatikan dalam membentuk keberhasilan reformasi pendidikan vokasi di Indonesia. Tema ini dikodekan sebanyak 108 kali dan muncul dalam 44 dari 60 dokumen (73%), dengan kekhawatiran yang berulang mengenai tata kelola yang terfragmentasi, koordinasi antarlembaga yang lemah, sumber daya dan kepemimpinan sekolah yang tidak merata, kekakuan regulasi, dan kesulitan menerjemahkan agenda reformasi

nasional ke dalam praktik lokal. Secara historis, INS Kayutanam karya Moh. Sjafei menunjukkan seperti apa model kelembagaan "otak-hati-tangan" yang terintegrasi, berpusat pada siswa, namun hasil kajian literatur ini menunjukkan bahwa penskalaan visi holistik tersebut terhambat oleh hambatan struktural.

Hambatan utama adalah fragmentasi tata kelola dalam sistem yang terdesentralisasi. Kewenangan pendidikan vokasi telah beralih ke pemerintah daerah, tetapi banyak kabupaten dan provinsi tidak memiliki kapasitas untuk mengelola SMK secara efektif, sehingga mengakibatkan disparitas kualitas yang lebar (Ariyani et al., 2021; Azhar & Januri, 2023; Darmansah et al., 2025; Pradipta et al., 2021). Tanggung jawab tersebar di berbagai kementerian (Pendidikan, Ketenagakerjaan, Perindustrian, dll.), dengan program yang tumpang tindih dan mekanisme koordinasi yang masih baru (Seameo Voctech, 2020; Wandasari, 2019; Wiriadidjaja et al., 2019). Bahkan Instruksi Presiden No. 9/2016 tentang revitalisasi SMK mengakui perlunya mengintegrasikan para pelaku ini dengan lebih baik. Di saat yang sama, kekurangan dana kronis membatasi kemampuan sekolah untuk memodernisasi bengkel, laboratorium, dan peralatan, sebagaimana ditunjukkan bahkan dalam kendala keuangan INS Kayutanam sendiri dan temuan yang lebih luas mengenai lemahnya fasilitas, manajemen, dan keterlibatan masyarakat (Ali et al., 2020; Belland et al., 2016; Misbah et al., 2020; Rafidiyah & Kailani, 2020; Seameo Voctech, 2020).

Kesenjangan sumber daya manusia dan kemitraan semakin melemahkan kapasitas kelembagaan. Banyak guru SMK tidak memiliki kualifikasi yang dipersyaratkan, pengalaman industri terkini, atau pelatihan pedagogi berbasis praktik yang berpusat pada siswa, sementara aturan perekrutan yang kaku menyulitkan penempatan tenaga profesional industri ke dalam dunia pendidikan. Pembaruan kurikulum seringkali lambat dan terlalu teoretis, sehingga lulusan kurang siap menghadapi pasar tenaga kerja yang dinamis (Judijanto et al., 2024). Keterkaitan sekolah-industri-masyarakat yang lemah dan tidak konsisten menyebabkan upaya perancangan bersama program magang kerja dan kurikulum masih belum merata, dengan kemitraan yang sangat bergantung pada kepemimpinan lokal alih-alih dukungan kebijakan yang sistematis (Belland et al., 2016; Ichsan et al., 2023; Judijanto & Suwandana, 2025; Pradipta et al., 2021; Widyastuti & Atmoko, 2025). Secara keseluruhan, bukti menunjukkan bahwa mengatasi hambatan

sistemik ini memerlukan tata kelola dan koordinasi yang lebih kuat, peningkatan dan pemerataan sumber daya, pengembangan guru yang berkelanjutan dan perekrutan instruktur berkeahlian industri, serta kemitraan yang langgeng dan terlembaga dengan para pemberi kerja dan masyarakat agar visi holistik dan berpusat pada Indonesia yang dicontohkan oleh INS Kayutanam Sjafei dapat diwujudkan dalam skala besar.

Tema 5. Pendekatan Filosofis dan Berbasis Komunitas (Moh. Sjafei)

Tema 5 hanya muncul dalam 6 dari 60 dokumen (10%), namun SLR menunjukkan bahwa pendekatan filosofis dan berbasis komunitas yang berakar pada warisan Moh. Sjafei menawarkan perspektif penting bagi reformasi pendidikan vokasi yang bermakna. Sumber-sumber ini menyoroti bahwa revitalisasi tidak dapat semata-mata bergantung pada kurikulum dan penyelarasan industri revitalisasi harus didasarkan pada nilai-nilai lokal, pembentukan karakter nasional, dan pendidikan holistik, yang merupakan inti dari paradigma "otak-hati-tangan" Sjafei. Sjafei berpendapat bahwa kemampuan intelektual harus diimbangi dengan kejelasan moral dan kompetensi praktis, yang diwujudkan dalam konsep *Minangkabau tungku tigo sajarangan*. Ia memperingatkan bahwa keunggulan kognitif tanpa karakter mengarah pada penyalahgunaan kecerdasan, sementara keterampilan vokasional tanpa landasan etika melemahkan kapasitas siswa untuk berkontribusi secara bermakna bagi masyarakat.

INS Kayutanam mendemonstrasikan filosofi ini dalam praktiknya. Dibangun sebagai sekolah berbasis masyarakat, sekolah ini memadukan akademik, pendidikan moral, dan kegiatan produktif seperti pertanian, lokakarya, seni, dan program budaya (Belland et al., 2016; Sjafei, 1978). Sekolah ini mempromosikan nasionalisme melalui pengajaran bahasa Indonesia dan kegiatan budaya patriotik, memposisikan sekolah sebagai gerakan pendidikan yang berakar pada identitas dan perlawanan terhadap norma-norma kolonial. Paralel kontemporer muncul di sekolah kejuruan yang mengintegrasikan kearifan lokal, misalnya, sekolah-sekolah di Kalimantan yang memproduksi *sasirangan*, berkolaborasi dengan lembaga masyarakat, atau menciptakan produk herbal, yang menggemakan keyakinan Sjafei bahwa pendidikan harus muncul dari konteks regional dan potensi masyarakat (Rafidiyah & Kailani, 2020).

Hasil riset ini juga menunjukkan bahwa banyak gagasan awal Sjafei menyerupai reformasi modern: pembelajaran aktif dan kreatif, kecerdasan majemuk, kerja berbasis proyek, dan pendidikan keterampilan hidup. Penekanannya pada pemberdayaan peserta didik melalui kreasi langsung mencerminkan pedagogi yang berpusat pada peserta didik saat ini. Hubungan antara masyarakat dan sekolah sangat penting; INS dibangun oleh dan untuk masyarakat, yang menjadi pertanda inisiatif-inisiatif terkini seperti BLK Komunitas yang mengintegrasikan pelatihan vokasional ke dalam lembaga budaya lokal (Nuraeni et al., 2022). Praktik-praktik SMK terkini, seperti rutinitas berbasis karakter, tugas pemeliharaan kampus, dan program literasi-spiritual, menunjukkan integrasi baru antara *hard skill*, *soft skill*, dan karakter.

Secara keseluruhan, Tema 5 menggarisbawahi bahwa revitalisasi vokasional menjadi lebih koheren dan berlandaskan budaya ketika dipandu oleh filosofi pendidikan nasional. Prinsip-prinsip Moh. Sjafei: pembelajaran yang produktif, kontekstual, dan berakar pada masyarakat; pengembangan intelektual, karakter, dan keterampilan yang seimbang; serta pemberdayaan pemuda sebagai warga negara yang bermoral dan terampil, sangat relevan. Hasil kajian ini mengusulkan bahwa masa depan reformasi SMK tidak hanya harus memperkuat kesiapan industri tetapi juga menumbuhkan individu Indonesia holistik yang selaras dengan kearifan lokal dan nilai-nilai patriotik, memenuhi semangat revitalisasi kejuruan yang lebih dalam.

Revitalisasi yang Berlandaskan Filosofis: Sintesis dan Rekomendasi Kebijakan

Kajian ini menyoroti lima tema yang saling terkait dalam membentuk pendidikan vokasi Indonesia. *Pertama*, transisi dari sekolah ke dunia kerja masih sulit akibat ketidaksesuaian kurikulum dan pasar tenaga kerja, yang mengakibatkan tingginya pengangguran dan setengah pengangguran di kalangan pemuda. *Kedua*, reformasi nasional seperti revitalisasi SMK menunjukkan niat yang kuat tetapi dilemahkan oleh tata kelola yang terfragmentasi dan implementasi yang tidak merata. *Ketiga*, terdapat pergerakan yang kurang jelas menuju pedagogi berbasis kompetensi dan berpusat pada siswa, yang mengintegrasikan literasi digital, keterampilan lunak, dan pembelajaran kewirausahaan. *Keempat*, hambatan kelembagaan sistemik, administrasi yang terdesentralisasi,

kekakuan regulasi, dan sumber daya yang tidak merata, membatasi efektivitas program yang dirancang dengan baik sekalipun. *Terakhir*, tema yang lebih kecil namun penting menunjukkan pendekatan filosofis dan berbasis komunitas yang terinspirasi oleh Moh. Sjafei, yang menekankan pembangunan holistik yang berakar pada budaya, karakter, dan kehidupan bermasyarakat. Bersama-sama, tema-tema ini menunjukkan bahwa revitalisasi tidak hanya membutuhkan penyesuaian teknis tetapi juga orientasi humanistik yang lebih mendalam. Filosofi Sjafei menawarkan kerangka kerja yang koheren untuk reorientasi ini. Paradigma "**otak-hati-tangan**"-nya menegaskan bahwa kapasitas intelektual, moral, dan praktis harus berkembang bersama, dan bahwa pembelajaran harus kontekstual, produktif, dan terhubung dengan kehidupan sehari-hari. Prinsip-prinsip pembelajaran eksperiensial (*Alam takambang jadi guru*), otonomi siswa, dan keterlibatan masyarakat selaras erat dengan tema-tema yang muncul dari SLR: belajar sambil melakukan (Tema 3), sekolah yang berakar pada masyarakat (Tema 5), dan keselarasan karakter-tenaga kerja (Tema 1–2). Menanamkan reformasi SMK dengan nilai-nilai ini dapat menghasilkan lulusan kejuruan yang tidak hanya siap kerja tetapi juga beretika, adaptif, dan berlandaskan sosial.

Rekomendasi Kebijakan (selaras dengan "**otak-hati-tangan**"):

- Otak (Intelekt). Modernisasi kurikulum melalui pembelajaran berbasis kompetensi, berbasis proyek, dan berbasis masalah. Integrasikan literasi digital, berpikir kritis, dan kreativitas sambil menggunakan lingkungan lokal sebagai laboratorium pembelajaran. Perluas kolaborasi desain kurikulum, magang, dan program kerja sama industri untuk memastikan relevansi.
- Hati (Karakter). Tanamkan etika, kewarganegaraan, budaya lokal, dan kreativitas ke dalam pembelajaran vokasional. Kembangkan keterampilan lunak melalui seni, proyek komunitas, dan koperasi siswa yang menumbuhkan integritas, empati, kerja sama tim, dan patriotisme. Latih guru dalam pedagogi humanis dan pendekatan multi-kecerdasan untuk mendorong pembelajaran reflektif berbasis nilai.
- Tangan (Keterampilan). Investasikan pada *teaching factory*, lokakarya, dan laboratorium simulasi agar semua siswa mendapatkan pengalaman produksi langsung. Perkuat program magang dengan pemberi kerja, pengrajin, dan BLK lokal. Pastikan

sumber daya yang adil dan instruktur yang berkualifikasi, terutama di daerah tertinggal, dengan memperlakukan setiap sekolah sebagai perusahaan komunitas.

- Dukungan Kelembagaan dan Komunitas. Bentuk dewan penasihat lokal yang melibatkan industri, tokoh masyarakat, dan alumni; tingkatkan koordinasi lintas kementerian untuk mengurangi fragmentasi kebijakan; dan sediakan pengembangan guru yang berkelanjutan dan pendanaan yang adil. Libatkan orang tua dan masyarakat dalam perencanaan sekolah untuk menjaga relevansi budaya dan akuntabilitas sosial.

Secara keseluruhan, rekomendasi berbasis bukti ini mewujudkan visi holistik Sjafei: keunggulan teknis (otak), landasan moral (hati), dan praktik pengalaman (tangan). Menetapkan kebijakan vokasional dalam filosofi humanis ini dapat mengubah SMK menjadi lembaga yang berpusat pada masyarakat yang sungguh-sungguh memberdayakan pemuda Indonesia untuk bekerja, menjadi warga negara, dan membangun bangsa.

Kesimpulan

Studi ini menunjukkan bahwa revitalisasi pendidikan vokasi di Indonesia membutuhkan lebih dari sekadar reformasi teknis; revitalisasi ini menuntut reorientasi filosofis yang menyelaraskan tujuan pendidikan dengan kebutuhan masyarakat dan pasar tenaga kerja. Melalui tinjauan pustaka sistematis terhadap 60 sumber primer, lima tema inti diidentifikasi: tantangan transisi sekolah ke dunia kerja, kesenjangan kebijakan dan implementasi, transformasi kurikulum dan pedagogi, hambatan kelembagaan, serta kurangnya pemanfaatan kearifan lokal dan pendidikan karakter. Tema-tema ini mengungkap sistem yang terfragmentasi dan kesulitan mempersiapkan generasi muda untuk pekerjaan yang bermakna. Dengan mengkaji temuan-temuan ini melalui filosofi pendidikan Moh. Sjafei, studi ini menawarkan kerangka kerja yang koheren dan berbasis nilai yang menekankan integrasi intelektual, karakter, dan keterampilan praktis, yang disebut Sjafei sebagai model "otak-hati-tangan". Kerangka kerja ini tidak hanya mengatasi kesenjangan dalam implementasi kebijakan dan desain kurikulum, tetapi juga memperkuat pentingnya pendidikan moral dan keterlibatan masyarakat. Keselarasan antara temuan studi dan filosofi Sjafei

menegaskan bahwa harapan yang dijabarkan dalam pendahuluan, yaitu merumuskan rekomendasi kebijakan yang relevan untuk reformasi pendidikan vokasi, telah terpenuhi. Penelitian di masa mendatang dapat mengeksplorasi lebih lanjut bagaimana model filosofis ini dapat dioperasionalkan di berbagai tingkat kebijakan dan praktik, termasuk pendidikan guru, kemitraan berbasis masyarakat, dan model kurikulum yang disesuaikan dengan wilayah. Penerapan prinsip-prinsip ini dapat menghasilkan sistem pendidikan vokasi yang lebih holistik, adil, dan efektif yang memberdayakan generasi muda Indonesia untuk berkembang, baik dalam konteks lokal maupun global.

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EFEKTIVITAS *STORY ACTING* DALAM MENGAJARKAN *MAGIC WORDS* PADA ANAK USIA 5-6 TAHUN [THE EFFECTIVENESS OF STORY ACTING IN TEACHING THE MAGIC WORDS TO CHILDREN AGED 5-6 YEARS]

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Abstract

Children aged 5-6 were found to show impolite behavior, such as using harsh words because they are confused and yet accustomed to speaking politely. Difficulties in teaching polite expressions arose due to children's limited focus, low interest, and tendency to forget the material. This study examined the effectiveness of story acting in teaching magic words to children aged 5-6. The aim was to improve children's knowledge of magic words so they could communicate more polite with others. This study used one group pre-test post-test design, involving 11 children. The results showed significant improvements in the use of the words "sorry" ($p=.008$), "thank you" ($p=.034$), and "excuse me" ($p=.018$). However, no significant improvement occurred for "please" ($p=.079$). Furthermore, overall knowledge of magic words was not retained after a seven-days delay. These results indicate that story acting effectively enhances children's understanding of "sorry", "thank you", and "excuse" though consistent reinforcement is essential to support understanding.

Keywords: *Early childhood; magic words; moral; polite; story acting*

Abstrak

Ditemukan bahwa anak usia 5-6 tahun belum menunjukkan sikap sopan santun seperti berkata kasar karena anak bingung dan belum terbiasa mengucapkan bahasa sopan. Kesulitan dalam mengajarkan anak yaitu, anak tidak fokus, tidak tertarik, dan mudah lupa. Penelitian ini mengkaji efektivitas *story acting* dalam mengajarkan *magic words* untuk anak usia 5-6 tahun. Penelitian bertujuan meningkatkan pengetahuan anak mengenai *magic words* sehingga anak dapat bertutur kata sopan dengan orang lain. Penelitian ini menggunakan desain *one group pre-test post-test*. Sampel terdiri dari 11 anak usia 5-6 tahun. Hasil uji menunjukkan adanya peningkatan signifikansi pada kata “maaf” ($p=.008$), “terima kasih” ($p=.034$), dan “permisi” ($p=.018$) setelah intervensi. Sedangkan tidak adanya signifikansi pada kata “tolong” ($p=.079$) setelah intervensi. Namun, *magic words* menunjukkan data yang tidak signifikan setelah pemberian jeda tujuh hari dari intervensi. Temuan ini menekankan bahwa *story acting* meningkatkan pengetahuan anak mengenai kata “maaf”, “terima kasih”, dan “permisi”, serta membutuhkan dorongan pembelajaran untuk memahami materi *magic words*.

Kata Kunci: *anak usia dini; magic words; moral; sopan santun; story acting*

Pendahuluan

Anak usia 5-6 tahun mampu berinteraksi sosial seperti mengutarakan pendapat, mengekspresikan perasaan, serta memahami perasaan orang lain. Pada tahap ini, anak mulai membangun hubungan dengan teman sebaya maupun orang dewasa dengan berbagi, membantu, dan bekerja sama. Hubungan interpersonal mendorong pembentukan kecerdasan sosio-emosional anak (Tri & Indraningsih

dalam Silaen et al., 2018; Blumenfeld et al. dalam Hendriana & Septiana, 2022; Papalia & Martorell, 2023). Komunikasi yang baik menjadi dasar dalam membentuk hubungan positif dan sikap sopan santun (Djuwita, 2017).

Salah satu bentuk kesopanan dan penghormatan terhadap orang lain dengan mengucapkan *magic words*. *Magic words* adalah ungkapan sederhana seperti *maaf*, *"tolong"*, *"terima kasih"*, dan *"permisi"* (Setyarum, 2022). Membiasakan penggunaan *magic words* membantu anak untuk membentuk karakter sopan, melatih bertutur kata dan berperilaku baik kepada orang lain, mengajarkan rendah hati, peka dengan lingkungan, membangun relasi harmonis, dan bertanggung jawab (Nada et al., 2024; Fajarini & Fauzi, 2023). Mengajarkan *magic words* diawali dengan memahami makna, waktu yang tepat untuk pengungkapkannya, dan cara mengungkapkannya (Borba, 2001). Namun, keterbatasan anak usia 5-6 tahun dalam berpikir simbolik membuat anak hanya menirukan tanpa memahami makna yang terkandung (Morrison, 2015). Hal ini dikarenakan sifat egosentrisme sehingga anak mengucapkan *magic words* secara verbal tanpa menyadari nilai moral didalamnya (Stevanie et al., 2020).

Fenomena lainnya terlihat juga pada anak usia lima sampai enam tahun yang belum menunjukkan perilaku menghormati orang lain dalam berinteraksi. Penelitian Siahaan et al. (2020) melaporkan 62,5% anak melakukan kekerasan verbal, sedangkan Rahmadani dan Ismaniar (2024) melaporkan lebih dari separuh anak belum terbiasa menunjukkan perilaku sopan seperti mengucapkan salam ("*maaf*" dan "*terima kasih*"), berkata kasar, dan berkelahi. Ketidakterbiasaan anak berpengaruh terhadap hubungan sosial anak. Anak cenderung mengalami kesulitan dalam berelasi, berisiko dikucilkan, dan dikritik karena tidak menghormati orang lain (Borba, 2021).

Kesulitan penerapan *magic words* dalam dunia pendidikan yakni minimnya media pembelajaran yang efektif untuk anak (Hermuttaqien & Mutatik, 2018). Anak sulit memahami konsep yang bersifat abstrak, apabila pembelajaran bersifat satu arah. Metode pembelajaran yang sesuai adalah anak terlibat secara aktif. Dengan cara ini, anak dapat berimajinasi, menggunakan simbol, dan memperoleh pengalaman langsung yang dapat membantu perkembangan kognitifnya (Morrison, 2015). Beberapa penelitian telah mencoba mengajarkan *magic words*

kepada anak usia 5-6 tahun dengan berbagai metode, seperti *classical conditioning* (Wiranti & Nisa, 2024), bernyanyi (Nur et al., 2024), *pop-up book* (Saputri et al., 2024), buku cerita (Batu & Safutri, 2025), dan permainan kartu (Stevanie et al., 2020). Namun, metode yang telah dilakukan belum ditemukan hasil yang efektif dalam memahami *magic words*.

Salah satu media pembelajaran yang dapat melibatkan anak secara anak, menyenangkan, dan kontekstual adalah media pembelajaran *story acting*. Dalam kegiatan ini, anak memilih karakter dalam sebuah cerita dan memperagakannya sesuai alur yang dibacakan. Keterlibatan langsung anak dalam *story acting* mengajarkan anak untuk memahami kata baru dan maknanya, meningkatkan kemampuan literasi, mengembangkan kemampuan sosial, regulasi diri, dan rasa percaya diri untuk berpartisipasi (Cooper, 2009). *Story acting* melatih anak untuk mengelola emosi, empati, dan bekerjasama dalam konteks kegiatan yang menyenangkan dan bermakna (Maghfiroh et al., 2020; Yolanda & Muhid, 2022).

Berdasarkan uraian di atas, anak usia lima sampai enam tahun masih kesulitan dalam memahami dan menerapkan *magic words*, baik karena keterbatasan memahami maupun metode pembelajaran yang kurang efektif. Meskipun berbagai penelitian sebelumnya telah menerapkan berbagai metode pembelajaran, namun metode-metode tersebut belum sepenuhnya menarik minat anak dan memberikan hasil yang efektif mengajarkan *magic words*. Oleh karena itu, diperlukan media pembelajaran yang interaktif dan menyenangkan untuk mengajarkan *magic words* kepada anak. Penelitian ini bertujuan untuk mengukur efektivitas metode pembelajaran *story acting* dalam mengajarkan *magic words* kepada anak usia 5-6 tahun agar anak mampu mengucapkan dan memahami makna dan membangun relasi sosial yang baik.

Story Acting

Story acting adalah strategi perkembangan bahasa untuk anak usia dini. Strategi yang digunakan sederhana dengan cara membacakan cerita kepada anak dan anak mempraktekannya langsung (Cooper, 2009). *Story acting* merupakan kurikulum yang menggunakan aktivitas penggabungan bermain peran dan bercerita yang dikembangkan oleh Paley pada tahun 1990. *Story acting* biasa digunakan untuk *preschool* dan *kindergarten* (Nicolopoulou et al., 2015). *Story acting* mendorong anak

untuk mengolah, menyempurnakan, dan menguraikan narasi mereka dengan kognitif, simbol, ekspresi, dan hubungan sosial (Nicolopoulou et al., 2015). *Story acting* memberikan manfaat pada perkembangan anak, seperti bahasa dan sosioemosional (Mardell, 2013; Cooper, 2009).

Kegiatan *story acting* dilakukan dalam kegiatan kelompok belajar dengan beberapa tahapan. Pertama, edukator meminta anak bercerita mengenai suatu topik dan mencatatnya. Kedua, edukator mengumumkan waktu untuk memerankan cerita. Ketiga, edukator menanyakan peran yang ingin diperankan sesuai tokoh dalam cerita. Keempat, edukator membacakan cerita dengan keras sesuai dengan karangan cerita anak dan anak memperagakan serta membacakannya kembali (Cooper, 2009).

Magic Words

Magic words adalah contoh konkret dan indikator internalisasi nilai sopan santun (Borba, 2001). Mengajarkan *magic words* mendorong anak untuk berkarakter, berperilaku baik, dan sopan santun (Fajarini & Fauzi, 2023). *Magic words* diucapkan dengan cara memahami dan mampu mengaplikasikannya dengan tetap (Listiyani et al., 2022). *Magic words* terdiri dari kata “maaf”, “tolong”, permissi, dan “terima kasih” yang menjadi kata ungkapan untuk orang lain. Pengajarannya dimulai dari pemahaman mengenai makna, waktu pengungkapan, dan cara mengungkapkannya (Fajarini & Fauzi, 2023).

Kata “maaf” menunjukkan bahwa individu rendah hati, mampu mengakui kesalahan, dan merasa menyesal atas perbuatannya. Penggunaan kata “maaf” biasanya dilakukan saat terjadi perselisihan baik disengaja maupun tidak disengaja. Anak akan terlatih untuk merefleksikan dirinya dan bersikap empati, sehingga anak belajar untuk peka dengan lingkungan sekitarnya (Fajarini & Fauzi, 2023; Fatria et al., 2024). Kata “maaf” membuka pemahaman anak untuk menunjukkan sikap respek ketika melakukan kesalahan sebagai bentuk dari rasa tanggung jawab. Anak menjadi lebih berhati-hati agar tidak mengulangi kesalahan yang sama dan mendorong anak melakukan hal yang lebih baik (Setyarum, 2022).

Kata “tolong” menunjukkan bahwa individu meminta izin untuk mendapatkan bantuan dari orang lain dengan tidak memaksa. Anak

dilatih untuk membangun kemandirian dan kontrol diri (Fajarini & Fauzi, 2023; Fatria et al., 2024). Kata “terima kasih” menunjukkan bahwa individu mengungkapkan rasa syukur dan ungkapan penghargaan setelah menerima bantuan atau hadiah dari orang lain (Fajarini & Fauzi, 2023). Mengucapkan kata “tolong” dan “terima kasih” mengajarkan anak untuk disiplin dan bertanggung jawab, mengetahui batasan dengan orang lain, dan tidak memaksa kehendak orang lain (Setyarum, 2022; Fatria et al., 2024). Kata permissi menunjukkan bahwa individu memahami pentingnya mendapatkan izin dari orang lain ketika hendak melakukan sesuatu atau akan bersinggungan dengan orang lain (Fajarini & Fauzi, 2023).

Magic words merupakan bentuk rasa syukur dan menghargai orang lain, sehingga anak lebih peka dengan lingkungan dan membangun hubungan yang positif dengan orang lain (Fatria et al., 2024). Anak yang terbiasa untuk menerapkan *magic words* sejak dini akan lebih percaya diri, mudah beradaptasi, berempati, dan dapat menghormati orang lain (Setyarum, 2022; Wijaya dalam Fatria et al., 2024). Anak yang mampu mengucapkan dan memahami *magic words*, akan lebih mengenal dirinya dan menyadari adanya perbedaan, serta memahami pentingnya menghormati orang lain (Listiyani et al., 2022).

Metode Penelitian

Penelitian ini menggunakan *quasi experiment* yaitu peneliti melakukan pengelompokkan tanpa pengacakan subjek karena keterbatasan situasi dan konteks penelitian (Creswell, 2012). Desain yang digunakan adalah *one group pre test post-test design*, yakni partisipan akan diberikan *pre test* terlebih dahulu, diikuti dengan pemberian intervensi, dan diakhiri dengan pemberian *post-test*. Peneliti melakukan *post test* kedua untuk melihat efektivitas implementasi metode *story acting* mengenai pemahaman *magic words* anak setelah pemberian jeda tujuh hari. Sesuai dengan kemampuan anak diatas tiga tahun bahwa anak membutuhkan waktu tujuh hari untuk mengingat (Saragosa-Hariss et al., 2021).

Penelitian ini dilakukan kepada anak berusia lima sampai enam tahun yang melakukan *story acting* mengenai cerita mengenai *magic words*, yaitu “maaf”, “tolong”, “terima kasih”, dan “permissi”. *Pre-test* dilakukan dengan cara menunjukkan gambar dan meminta anak

menceritakannya. Partisipan juga diberikan *post-test* setelah dilakukannya intervensi *story acting*. *Pre-test* dan *post-test* memiliki pertanyaan yang sama. Pertanyaan seputar makna dan contoh “maaf”, “tolong”, permissi, dan “terima kasih”. Dalam setiap pertanyaan atau pernyataan akan meliputi makna tersirat dari *moral knowing*, *moral feelings*, dan *moral action* milik Lickona (1991). Dimana, *moral knowing* menunjukkan pemahaman makna respek, *moral feeling* menunjukkan rasa individu penting untuk menghargai orang lain, dan *moral action* menunjukkan sikap hormat dalam berperilaku di kehidupan sehari-hari. Berdasarkan hasil *pre-test* dan *post-test*, perbandingan nilai skor menunjukkan pengukuran efektivitas intervensi (Creswell, 2012). Dengan demikian, pada penelitian ini dapat terlihat perbandingan pemahaman *magic words* sebelum dan sesudah pemberian *story acting*. Teknik pengambilan data *purposive sampling* yaitu partisipan dipilih secara sengaja dan sukarela (Creswell, 2012). Partisipan penelitian ini adalah anak berusia 5-6 tahun yang tinggal di Tangerang sebanyak 11 partisipan.

Peneliti menentukan topik *magic words* dengan konteks yang sering ditemui anak dalam kehidupan sehari-hari. Kata “maaf” menggunakan topik yang menunjukkan seseorang sedang melakukan kesalahan (Az-Zahra et al., 2025). Dalam *story acting*, topik melakukan kesalahan dikaitkan dengan kegiatan bermain dan anak merebut mainan teman. Kata “tolong” menggunakan topik yang menunjukkan seseorang sedang membutuhkan bantuan (Fajarini & Fauzi, 2023). Dalam *story acting*, topik dikaitkan dengan kegiatan bermain saat anak kesulitan untuk mengambil mainannya karena ia tidak sampai. Kata “terima kasih” menggunakan topik ketika seseorang menunjukkan rasa senang mendapatkan hadiah (Fajarini & Fauzi, 2023). Dalam *story acting*, topik ini dikaitkan dengan kegiatan ulang tahun dan mendapatkan hadiah dari orang lain. Kata permissi ditunjukkan ketika seseorang perlu melewati di hadapan orang lain (Az-Zahra et al., 2025). Dalam *story acting*, topik ini dikaitkan dengan kegiatan untuk menggunakan toilet namun terhalang karena ada yang sedang berdiri di depan toilet.

Peneliti telah merancang alat ukur untuk penelitian ini menggunakan gambar dan panduan penilaian. Peneliti melakukan pengujian validitas dan reliabilitas terhadap alat ukur sebelum digunakan dalam penelitian. Berdasarkan hal itu, langkah yang dilakukan peneliti adalah (1) menyusun gambar sesuai dengan konteks untuk setiap kata, (2) menyusun pertanyaan pemantik cerita, (3) menyusun rubrik

penilaian, (4) membuat ilustrasi gambar, (5) mencetak gambar, (6) melakukan uji coba kepada anak, (7) mengevaluasi dan melakukan uji validitas dan reliabilitas, (8) menyusun revisi alat ukur. Peneliti juga melakukan observasi selama intervensi dan setelah intervensi untuk melihat perilaku anak. Observasi penting dilakukan karena memberikan kesempatan secara langsung untuk melihat perilaku anak dalam situasi nyata bukan manipulasi, dan memberikan informasi bukti nyata terkait kemampuan anak (Zahra, 2025).

Dalam melakukan kegiatan bercerita, poin bercerita terdiri dari karakter, waktu, lokasi, *plot*, resolusi, dan kesimpulan (Prannetponkrang & Phaiboonnugulkij, 2014). Peneliti menggunakan poin cerita tersebut untuk memantik anak dalam bercerita. Peneliti juga menggunakan rubrik penilaian untuk mengukur pemahaman anak. Peneliti menggunakan tiga tingkatan poin 0-1-2 karena sesuai untuk mengukur pemahaman anak usia dini. Pemilihan skala tersebut sesuai dengan penelitian Paris dan Paris (2003), yang mengkategorikan respon anak ke dalam tiga tingkatan, yaitu tingkat 0-1-2. Penyusunan rubrik penilaian juga menggunakan teori milik Kohlberg (dalam Borba, 2001) mengenai tingkat perkembangan moral. Tingkatan yang digunakan adalah anak fokus pada diri sendiri, anak melakukannya untuk mendapatkan hadiah atau menghindari hukuman, dan anak melakukannya untuk kebutuhannya ataupun orang lain.

Hasil Uji Alat Ukur

Uji alat ukur dilakukan sebanyak dua kali kepada anak usia lima sampai enam tahun. Uji coba dilakukan dengan menunjukkan gambar dan meminta anak untuk bercerita dari gambar yang ditunjukkan. Pertama, peneliti menunjukkan gambar yang telah dirancang. Hasilnya menunjukkan bahwa terdapat gambar yang kurang dipahami dan perlu diperbaiki. Anak salah menginterpretasikan ataupun tidak memahami konteks gambar yang dipaparkan. Setelah uji coba pertama, peneliti melakukan revisi gambar disesuaikan agar lebih mudah dipahami oleh anak. Uji coba kedua dilakukan kepada lima anak dan hasilnya adalah anak lebih memahami gambar yang dipaparkan.

Gambar 1. Gambar *Magic Words*



Peneliti melakukan uji validitas dan reliabilitas untuk memastikan bahwa alat ukur mampu mengukur pemahaman *magic words* secara tepat dan konsisten dalam situasi yang berbeda. Validitas adalah penilaian pada alat ukur untuk mengetahui seberapa baik alat ukur mengukur hal yang ingin diukur. *Content validity* adalah evaluasi dari subjek, topik, dan konten yang dipaparkan dalam item pada alat ukur. Validitas ini dilakukan dengan *face validity* dan *logical validity* (Cohen & Swerdlik, 2018). *Face validity* merupakan pengukuran penilaian tampak pada alat ukur. Alat ukur dinilai apakah penampilannya baik, menarik, dan sesuai (Miller & Lover, 2020). Validitas logis merupakan penilaian dari *expert* yang memberikan penilaian pada *item* dan kesesuaian alat ukur (Azwar, 2017). *Expert* yang digunakan adalah dosen pembimbing yang memberikan penilaian dan kesesuaian pada alat ukur. *Construct validity* dilakukan dengan uji *rank spearman* untuk melihat hubungan antar variabel. Hasil dikatakan valid jika koefisien korelasi tidak kurang dari 0,3 (Azwar dalam Faridah, 2013). Nilai korelasi *spearman* di atas 0,7 berarti sangat kuat (Guilford, 1942).

Tabel 1. Hasil Uji Validitas

<i>Magic Words</i>		Hasil Uji Validitas	Interpretasi
Maaf	<i>MK - MF</i>	0,968	Valid, hubungan sangat kuat
	<i>MK - MA</i>	0,968	Valid, hubungan sangat kuat
	<i>MF- MA</i>	1	Valid, hubungan sangat kuat
Tolong	<i>MK - MF</i>	0,667	Valid, hubungan sangat kuat
	<i>MK - MA</i>	1	Valid, hubungan sangat kuat
	<i>MF- MA</i>	0,667	Valid, hubungan sangat kuat
Terima Kasih	<i>MK - MF</i>	0,612	Valid, hubungan sangat kuat
	<i>MK - MA</i>	0,612	Valid, hubungan sangat kuat
	<i>MF- MA</i>	1	Valid, hubungan sangat kuat
Permisi	<i>MK - MF</i>	0,612	Valid, hubungan sangat kuat
	<i>MK - MA</i>	0,612	Valid, hubungan sangat kuat
	<i>MF- MA</i>	1	Valid, hubungan sangat kuat

Peneliti melakukan uji reliabilitas yang merupakan pengukuran untuk mengetahui sejauh mana hasil dari pengukuran dapat dipercaya. Alat ukur yang memiliki nilai reliabilitas tinggi berarti konsisten, dapat diandalkan, dan dapat dipercaya. Reliabilitas yang baik setidaknya mencapai 0,7 yang berarti item memiliki konsistensi internal yang baik atau dapat dipertahankan (Cohen & Swerdlik, 2018)

Tabel 2. Hasil Uji Reliabilitas

<i>Magic Words</i>	Hasil Uji Reliabilitas	Interpretasi
Maaf	0,947	Hasil Baik, <i>Reliable</i>
Tolong	0,913	Hasil Baik, <i>Reliable</i>
Terima Kasih	0,882	Hasil Baik, <i>Reliable</i>
Permisi	0,882	Hasil Baik, <i>Reliable</i>

Hasil Penelitian

Selanjutnya, peneliti melakukan uji hipotesis dengan *Wilcoxon Signed Ranks Test* karena penelitian membandingkan kelompok partisipan yang sama pada waktu yang berbeda guna melihat ada atau tidak ada perbedaan antar kelompok (Corder & Foreman, 2009). Pada penelitian ini dilakukan untuk melihat ada atau tidak adanya perbedaan pemberian intervensi *story acting* mengenai pengetahuan akan “maaf”, “tolong”, permisi, dan “terima kasih”. Peneliti melakukan uji beda antara *pre-test* dan *post-test 1* serta *post-test 1* dan *post-test 2*.

Tabel 3. Hasil Uji Kata “Maaf”

Maaf	Pre Test	Post Test 1	Post Test 2
<i>Mean</i>	1.82	5.18	4.36
Std. Deviasi	1.6	1.6	2.01
p		0.008	0.269

Nilai rata-rata (*mean*) untuk data *post-test 1* lebih besar daripada *pre-test*. Nilai $p=0,008$ ($p<0,05$) menunjukkan adanya perbedaan rata-rata yang signifikan antara *pre-test* dan *post-test*, sehingga intervensi *story acting* terbukti efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “maaf”. Sedangkan, nilai rata-rata (*mean*) untuk data *post-test 2* lebih kecil daripada *post-test 1*. Nilai $p=0,269$ ($p>0,05$) menunjukkan tidak adanya perbedaan rata-rata yang signifikan antara *post-test 1* dan *post-test 2* setelah jeda tujuh hari,

sehingga intervensi *story acting* terbukti tidak efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “maaf”.

Berdasarkan tabel 3, faktor pendukung dalam peningkatan pemahaman anak mengenai kata “maaf” dalam *story acting* salah satunya disebabkan oleh percontohan atau *modeling*. *Modeling* merupakan pembelajaran dengan mengamati dan meniru secara langsung, dimana individu memberikan atensi dan ketertarikan pada perilaku dan menirukannya (Papalia & Martorell, 2023). Dengan demikian, anak yang melihat contoh mengucapkan kata “maaf” ketika bermain peran dalam konteks tanggung jawab atas kesalahannya dapat ditiru dan dipelajari oleh anak. Keberhasilan ini didukung juga dengan kemampuan kognitif anak. *Theory of mind* anak usia lima sampai enam tahun sudah berkembang sehingga memiliki kesadaran atau pemahaman bahwa orang lain memiliki pikiran, keyakinan, dan niatnya sendiri (Papalia & Martorell, 2023). Melalui *story acting*, anak belajar memposisikan dan melihat dari sudut pandang orang lain, sehingga anak mengetahui dan merasakan orang lain yang merasa sedih karena mainannya direbut. Di usia lima sampai enam tahun, anak memahami bahwa perilakunya dapat membuat orang lain sedih, sehingga anak mengucapkan ekspresi kata “maaf” yang dimaknai secara emosional untuk memperbaiki hubungannya.

Pemahaman ini dikaitkan dengan teori milik Erikson terkait *initiative vs guilt*. Dimana anak mengembangkan inisiatifnya untuk berani mencoba dan ambil tindakan, serta belajar merasakan *guilt* saat perilakunya tidak sesuai dengan aturan dan moral yang dipahami (Feist & Feist, 2009). Setelah intervensi, tingginya peningkatan skor dan hasil *post-test* menunjukkan bahwa anak memiliki rasa bersalah ketika merampas mainan orang lain dan berani mengakui kesalahannya dengan mengucapkan “maaf” (Feist & Feist, 2009). Hal ini terlihat ketika anak menyampaikan bahwa “kakak sedih karena adek sedih”, mengembalikan mainannya supaya tidak nangis lagi, ajak untuk main bersama, dan mengucapkan “maaf” untuk berbaikan. Dengan demikian, *story acting* yang merupakan metode belajar bermain mengajarkan untuk mempelajari posisi dan perasaan orang lain

Tabel 4. Hasil Uji Kata “Tolong”

Tolong	Pre Test	Post Test 1	Post Test 2
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<i>Mean</i>	2.45	4.09	4.64
Std. Deviasi	2.7	1.58	1.69
p		0.079	0.071

Nilai rata-rata (*mean*) untuk data *post-test 1* lebih besar daripada *pre-test*. Standar deviasi *post-test* menunjukkan nilai yang lebih kecil daripada *pre-test* yang berarti persebaran data pada *post-test* lebih serupa dibanding *pre-test*. Nilai $p=0,079$ ($p<0,05$) menunjukkan tidak adanya perbedaan rata-rata yang signifikan antara *pre-test* dan *post-test*, sehingga intervensi *story acting* terbukti tidak efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “tolong”. Sedangkan, nilai rata-rata (*mean*) untuk data *post-test 2* lebih besar daripada *post-test 1*. Nilai $p=0,071$ ($p>0,05$) menunjukkan tidak adanya perbedaan rata-rata yang signifikan antara *post-test 1* dan *post-test 2* setelah jeda tujuh hari, sehingga intervensi *story acting* terbukti tidak efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “tolong”. Meskipun hasil uji tidak signifikan, namun nilai rata-rata yang meningkat menunjukkan juga bahwa setelah pemberian *story acting*, anak menyerap materi melalui pembelajaran memerankan secara langsung dan mengamati orang lain. Pemaparan ini menunjukkan bahwa pembelajaran *modelling* yang terkandung dalam *story acting* turut memberikan perhatian dan ketertarikan partisipan untuk menirukannya kembali (Papalia & Martorell, 2023).

Berdasarkan tabel 4, terdapat beberapa alasan yang menyebabkan tidak adanya perbedaan setelah intervensi. Adanya perbedaan jawaban yang beragam pada saat *pre test* membuat sulit menentukan perbedaan uji statistik. Lima anak sudah mengetahui penggunaan kata “tolong”, sedangkan enam anak sama sekali belum memahaminya. Hal ini memperlihatkan sulit untuk menentukan adanya peningkatan atau penurunan pada penelitian sehingga membatasi kemampuan uji statistik untuk membedakan perbedaan sebelum dan sesudah intervensi (Schweizer et al., 2019). Kemungkinan lainnya adalah peraturan di sekolah untuk anak bersikap mandiri. Berdasarkan hasil wawancara dan observasi, anak diajarkan untuk berusaha secara mandiri sehingga kurangnya rasa memerlukan bantuan dari orang lain. Salina et al. (2014) menyebutkan bahwa kemandirian anak terlihat dari kegiatan sehari-hari

yang dilakukan sendiri dan tanpa meminta bantuan kepada orang tua maupun orang dewasa. Selain itu, anak yang kurang percaya diri berusaha untuk menghindari sesuatu yang membuatnya tertekan sehingga ia ragu ketika menghadapi situasi tertentu (Yolanda et al., 2020). Hal ini terlihat pada anak FL dan AD yang menghindar ketika diminta untuk mengajukan diri terlebih dahulu. Perilaku ragu-ragu, takut menghadapi tantangan, dan tidak percaya diri menunjukkan bahwa individu sulit untuk beradaptasi. Di usia ini, anak membutuhkan waktu untuk menyesuaikan diri dengan lingkungannya sehingga anak terlihat lebih diam dan enggan berpartisipasi (Susanti & Widuri, 2015).

Alasan lain yang menjadi dampak tidak adanya perbedaan setelah intervensi karena rendahnya fokus anak ketika kegiatan *story acting*. Selama intervensi, fokus anak teralihkan dengan menggambar dan mengganggu temannya. Kurangnya fokus membuat anak kesulitan untuk memahami materi pembelajaran, mengingat, dan menerapkannya dalam kehidupan sehari-hari. Fokus merupakan landasan pembelajaran supaya terlaksana dengan efektif (Brown dalam Narti, 2025). Dalam konteks ini, kurangnya perhatian anak selama *story acting* membuat anak tidak sepenuhnya menerima pesan yang disampaikan saat bermain peran, sehingga hasil intervensi tidak menunjukkan adanya perubahan pada pemahaman kata “tolong”.

Tabel 5. Hasil Uji Kata “Terima Kasih”

Terima Kasih	Pre Test	Post Test 1	Post Test 2
<i>Mean</i>	3.62	5.36	5.73
Std. Deviasi	2.063	0.674	0.467
p		0.034	0.072

Nilai rata-rata (*mean*) untuk data *post-test 1* lebih besar daripada *pre-test*. Standar deviasi *post-test* menunjukkan nilai yang lebih kecil daripada *pre-test* yang berarti persebaran data pada *post-test* lebih serupa dibanding *pre-test* (lebih bervariasi). Nilai $p=0,034$ ($p<0,05$) menunjukkan adanya perbedaan rata-rata yang signifikan antara *pre-test* dan *post-test*, sehingga intervensi *story acting* terbukti efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “terima kasih”. Sedangkan, nilai rata-rata (*mean*) untuk data *post-*

test 2 lebih besar daripada *post-test 1*. Nilai $p=0,072$ ($p>0,05$) menunjukkan tidak adanya perbedaan rata-rata yang signifikan antara *post-test 1* dan *post-test 2* setelah jeda tujuh hari, sehingga intervensi *story acting* terbukti tidak efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “terima kasih”.

Berdasarkan tabel 5, terdapat beberapa hal yang mendukung adanya perbedaan pemahaman setelah diberikan *story acting*. *Story acting* memberikan kesempatan kepada anak untuk melihat dan merasakan langsung dari yang dilihat dan didengar. Partisipan menerapkan *modelling* saat mengamati respon ketika mendapatkan hadiah (Papalia & Martorell, 2023). Kesempatan ini menjadi media pembelajaran anak untuk mensyukuri dan mengucapkan “terima kasih” ketika mendapatkan hadiah. Hal ini didorong pula ketika partisipan mengucapkan “terima kasih” saat menceritakan kisah pada kata permissi. Terdapat dua anak yang mengucapkan “terima kasih” karena telah diberikan izin untuk ke toilet. Selain itu, anak pun mengucapkan “terima kasih” sebagai bentuk perpisahan kepada peneliti setiap sesinya. Saat peneliti memberikan *reward* kepada partisipan setelah kegiatan belajar, partisipan dapat mengucapkan “terima kasih”. Mengucapkan “terima kasih” berarti menunjukkan rasa syukur kepada orang lain atas bantuan atau pemberian yang diterima (Fajarini & Fauzi, 2023). Anak mudah memahami kata “terima kasih” karena sering ditemui dalam kehidupan sehari-hari penggunaannya. Kata “terima kasih” cukup familiar bagi anak, khususnya konteks atau topik yang dibawakan. Konteks yang familiar berhubungan dengan kemampuan anak untuk menghubungkan pengetahuan sebelumnya dengan kosakata baru. Dengan kata lain, konteks pemberian hadiah pada *story acting* cukup sering ditemui anak, sehingga anak mudah mempelajari dan mengaitkannya dengan kehidupan sehari-hari (Misna & Pamungkas, 2025). Mengucapkan “terima kasih” dapat membangun hubungan dan interaksi yang baik dengan orang lain. Adanya hubungan yang baik dengan orang lain dapat menjaga perilakunya dengan orang lain (Djuwita, 2017; Ardhiansyah, 2023).

Pemahaman anak mengenai penggunaan kata ‘terima kasih’ dapat dijelaskan melalui tahap perkembangan menurut Erikson, yaitu *initiative vs guilt*. *Initiative vs guilt* perlu berjalan secara seimbang dengan inisiatif mampu memberikan kemampuan anak untuk berani dan berkeinginan untuk mengucapkan “terima kasih”. *Guilt* berperan dalam mengontrol

anak atas pemahamannya akan aturan sosial (Feist & Feist, 2009). Setelah dilakukan *story acting*, anak menunjukkan adanya peningkatan pemahaman terkait penggunaan kata ‘terima kasih’. Hal ini berarti anak memahami aturan dan mampu mengucapkan “terima kasih” secara mandiri ketika mendapatkan hadiah. Anak pun berempati dan menghargai orang lain yang memberikan hadiah dengan ikut serta berbagi kue ulang tahun dan membuka kado bersama kepada orang lain. Selain itu, terdapat anak yang merespon bahwa mengucapkan “terima kasih” sebagai bentuk rasa senang dan aturan pasti setelah mendapatkan hadiah.

Tabel 6. Hasil Uji Kata “Permisi”

Permisi	Pre Test	Post Test 1	Post Test 2
<i>Mean</i>	5.18	4.36	4.00
Std. Deviasi	1.85	1.33	1.67
p		0.269	0.058

Nilai rata-rata (*mean*) untuk data *post-test 1* lebih besar daripada *pre-test*. Nilai $p=0,018$ ($p<0,05$) menunjukkan adanya perbedaan rata-rata yang signifikan antara *pre-test* dan *post-test*, sehingga intervensi *story acting* terbukti efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “permisi”. Sedangkan, nilai rata-rata (*mean*) untuk data *post-test 2* lebih kecil daripada *post-test 1*. Nilai $p=0,058$ ($p>0,05$) menunjukkan tidak adanya perbedaan rata-rata yang signifikan antara *post-test 1* dan *post-test 2* setelah jeda tujuh hari, sehingga intervensi *story acting* terbukti tidak efektif meningkatkan pemahaman anak usia lima sampai enam tahun terhadap kata “permisi”.

Berdasarkan tabel 6, terdapat beberapa hal yang berperan pada perbedaan pemahaman mengenai kata “permisi” setelah pemberian intervensi. Peningkatan pemahaman anak mengenai kata “permisi” berada di tingkat kedua dibandingkan dengan kata “maaf”, “tolong”, dan “terima kasih”. Hal ini disebabkan karena kata “permisi” jarang dijumpai atau diajarkan karena sulit untuk memberikan pemahaman kepada anak mengenai perilaku mengganggu orang lain. Kondisi ini membuat anak pun sulit mengetahui perilakunya adalah mengganggu orang lain. Hal ini sesuai dengan penjelasan Piaget yang membahas bahwa anak masih

melihat dunia berdasarkan kehendaknya dan belum melihat dari sudut pandang lain (Ibda, 2015). Melalui *story acting*, anak menerima materi pembelajaran baru yang dianggap jarang ditemui, berbeda, dan unik, sehingga anak lebih mudah untuk mengingatnya. Selain itu, adanya pergerakan saat melakukan intervensi mendorong anak untuk lebih mudah mengingatnya (Elita, 2004). Bila dikaitkan dengan teori Erikson mengenai *initiative vs guilt*. *Initiative* memaparkan bahwa partisipan memiliki keberanian untuk mengajukan diri dalam sebuah kegiatan. Sedangkan, *guilt* adalah rasa bersalah yang muncul untuk mengganggu orang lain (Feist & Feist, 2009). Hasil penelitian ini menunjukkan bahwa adanya peningkatan skor rata-rata setelah pemberian *story acting*. Dengan kata lain, anak berinisiatif untuk mengucapkan kata “permisi” dibandingkan sebelum *story acting*. Hal ini terlihat ketika anak mengungkapkan untuk meminta izin karena ada yang sedang berbicara, “permisi ya mau ke wc”, mengganggu yang sedang bermain, atau mengungkapkan “misi mau pipis”. Peran *guilt* terlihat saat anak enggan dan memilih untuk menunggu orang yang sedang mengobrol. *Initiative vs guilt* mengajarkan untuk mengendalikan perasaan bersalah karena mengganggu orang lain dengan meminta izin mengucapkan “permisi” untuk lewat (Feist & Feist, 2009). Dengan demikian, *story acting* yang merupakan metode belajar bermain mengajarkan untuk mempelajari posisi dan perasaan orang lain.

Story acting memberikan manfaat dalam mengajarkan anak memahami *magic words* karena media pembelajaran yang digunakan melibatkan anak, memberikan contoh kepada anak, dan anak dapat merasakan secara langsung. Melalui *modelling* anak lebih mudah memahami cara menerapkannya karena dilihat secara langsung, yakni mengucapkan “maaf” ketika berbuat salah atau menyakiti orang lain, mengucapkan kata “tolong” ketika membutuhkan bantuan, mengucapkan kata “terima kasih” ketika mendapatkan hadiah, dan mengucapkan kata “permisi” ketika ingin melewati orang. Pembelajaran yang menerapkan pengalaman langsung dan konkret memudahkan anak untuk memahami suatu materi (Stevanie et al., 2020). Mengajarkan *magic words* yang merupakan cara menerapkan sopan santun secara langsung mendorong anak untuk turut bersikap sopan dalam komunikasi maupun perilaku (Rosadi dalam Listiyani et al., 2022). Dengan demikian, anak akan lebih mudah menyerap dan memahami penggunaan kata “maaf”, “tolong”, “terima kasih”, dan “permisi” karena dapat melakukan dan merasakannya secara langsung. Melibatkan anak dalam

pembelajaran *story acting* memberikan perasaan bangga, senang, dan antusias. Hal ini terlihat ketika anak menunjukkan rasa senang ketika kisah *story acting* yang digunakan adalah kisah yang diceritakannya. Keterlibatan anak dilakukan pada *story telling* dan *story acting*, anak ikut berekspresi, dan mengulang ucapan peneliti. Peneliti juga melakukan refleksi untuk memastikan pemahaman anak mengenai “maaf”, “tolong”, “terima kasih”, dan “permisi” setelah intervensi. Melalui refleksi ini, anak juga terdorong untuk mengungkapkan pendapatnya terkait pembelajaran mengenai *magic words*. Anak yang malu dan tidak berpendapat jadi terdorong untuk menyampaikan pendapatnya.

Penelitian ini memiliki keterbatasan yang ditemui. Keterbatasan penelitian ini adalah kemampuan bahasa peneliti yang terbatas untuk komunikasi dengan anak karena peneliti menjaga agar tidak melakukan *leading question* kepada anak. Sehingga kosa kata yang digunakan terbatas dengan ‘kenapa’, ‘lalu’, ‘terus’. Peneliti mengatasinya dengan mengulang cerita anak dan memastikannya kepada anak. Selain itu, fokus anak yang singkat sehingga anak mudah teralihkan untuk bermain. Ketika ada suara dari anak lain dari luar ruangan, anak menoleh berusaha mencari asal suara. Selain itu, keterbatasan ruangan yang sempit dan panas sehingga anak tidak fokus.

Kesimpulan

Berdasarkan hasil penelitian, metode pembelajaran *story acting* efektif digunakan untuk mengajarkan *magic words* kepada anak usia 5–6 tahun, sehingga anak tidak hanya mampu mengingat dan mengucapkan kata-kata tersebut, tetapi juga memahami makna kesopanan, etika, dan penghormatan terhadap orang lain dalam interaksi sosial. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam penguasaan kata “maaf”, “terima kasih”, dan “permisi” melalui pembelajaran *story acting*, namun *story acting* belum terbukti efektif dalam mengajarkan kata “tolong” yang diduga disebabkan oleh pembiasaan anak untuk bersikap mandiri dalam kehidupan sehari-hari. Selain itu, penerapan *story acting* juga berkontribusi terhadap pembentukan perilaku sopan anak dalam berelasi dengan teman sebaya dan orang dewasa.

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THE GROUPING METHOD AS A PEDAGOGICAL STRATEGY TO ENHANCE JUNIOR HIGH SCHOOL STUDENTS' PROFICIENCY IN CONSTRUCTING SIMPLE PRESENT TENSE SENTENCES

[METODE PENGELOMPOKKAN SEBAGAI STRATEGI PEDAGOGIS UNTUK MENINGKATKAN KEMAMPUAN SISWA SMP DALAM MENYUSUN KALIMAT SINGKAT DALAM BENTUK PRESENT TENSE]

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Abstract

The Simple Present Tense is a fundamental grammar structure in English as a Foreign Language (EFL) learning, yet it remains a source of difficulty for many junior high school students, particularly in relation to subject-verb agreement and sentence construction. This study investigates the effectiveness of the grouping method as a pedagogical strategy to improve students' proficiency in constructing Simple Present Tense sentences. A mixed-methods research design was employed with 60 Grade 7 students from a junior high school in Indonesia. The intervention involved implementing the grouping method in three phases: teaching verbal sentences (Group A: plural/subjects other than third-person

singular; Group B: third-person singular), teaching nominal sentences (Group C: to be constructions), and integrating both types of sentences. Data were collected through pre- and post-tests, classroom observations, student questionnaires, and semi-structured interviews. Results indicated a significant improvement in students' accuracy in constructing Simple Present Tense sentences, a reduction in cognitive load, and an increase in motivation and confidence. The findings suggest that the grouping method is a valuable strategy for EFL teachers to enhance students' grammar proficiency and engagement.

Keywords: Affective Impact; Cognitive Load Theory; Grouping Method; Simple Present Tense; Subject-Verb Agreement

Abstrak

Simple Present Tense merupakan struktur tata bahasa fundamental dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), namun tetap menjadi sumber kesulitan bagi banyak siswa SMP, khususnya terkait dengan kesesuaian subjek-predikat dan konstruksi kalimat. Studi ini menyelidiki efektivitas metode pengelompokan sebagai strategi pedagogis untuk meningkatkan kemampuan siswa dalam menyusun kalimat Simple Present Tense. Desain penelitian metode campuran digunakan dengan 60 siswa kelas 7 dari sebuah SMP di Indonesia. Intervensi melibatkan penerapan metode pengelompokan dalam tiga fase: pengajaran kalimat verbal (Kelompok A: jamak/subjek selain orang ketiga tunggal; Kelompok B: orang ketiga tunggal), pengajaran kalimat nominal (Kelompok C: konstruksi "to be"), dan pengintegrasian kedua jenis kalimat tersebut. Data dikumpulkan melalui tes pra dan pasca, observasi kelas, kuesioner siswa, dan wawancara semi-terstruktur. Hasil menunjukkan peningkatan yang signifikan dalam akurasi siswa dalam menyusun kalimat Simple Present Tense,

pengurangan beban kognitif, dan peningkatan motivasi serta kepercayaan diri. Temuan ini menunjukkan bahwa metode pengelompokan merupakan strategi yang berharga bagi guru EFL untuk meningkatkan kemampuan tata bahasa dan keterlibatan siswa.

Kata Kunci: Dampak Afektif; Teori Beban Kognitif; Metode Pengelompokan; *Simple Present Tense*; Persesuaian Subjek-Kata Kerja.

Introduction

The Simple Present Tense (SPT) is widely recognized as an indispensable foundation in English as a Foreign Language (EFL) education, primarily due to its broad functional utility in articulating essential concepts such as permanent situations, general truths, and daily habits or routines (Wu, 2023). Mastery of this tense is critical, enabling learners to formulate basic facts about themselves and the external world, thereby serving as a foundational building block for subsequent complex grammatical structures.

Despite its fundamental importance, junior high school students frequently face substantial difficulties in achieving fluency and accuracy with the SPT. Common, persistent errors observed in the classroom include the systematic incorrect application of subject-verb agreement (specifically the omission of '-s' or '-es' for the third-person singular), the misapplication of the verb 'to be' due to confusion between verbal and nominal sentences, and the overgeneralization of rules to irregular forms (Wu, 2023). These learning hurdles are compounded by the structural non-correspondence between English grammar and the students' First Language (L1), often leading to detrimental negative transfer. Moreover, the sheer volume of specific rules—covering regular/irregular forms, various uses, and transformations (statements, questions, negatives)—frequently results in significant cognitive overload for young learners (Sweller et al., 2024).

Traditional, rule-governed teaching methodologies, which often prioritize the rote memorization of isolated rules over contextualized, communicative practice, tend to exacerbate these learning challenges.

Educators in culturally diverse nations like Indonesia acknowledge this difficulty; studies confirm that while teachers are highly cognizant of student struggles, such issues often stem from limited language exposure and insufficient motivation stemming from unengaging approaches. To counteract this, teachers have found success implementing alternative methods, such as structured guided spoken sentence construction and the integration of educational games, which provide systematic understanding while enhancing the captivating experience (Sorohiti et al., 2024).

To address the documented issues of cognitive overload and difficulty in rule application, innovative pedagogical strategies that structurally reorganize content are necessary. One promising approach is the grouping method (Avery, 2024). This strategy involves the systematic categorization of language material into meaningful, coherent units designed to lower the intrinsic cognitive load on the learner. For instance, when teaching SPT structures, instructors can group subjects based on their verb conjugation patterns (e.g., those requiring the suffix '-s' vs. those that do not). By organizing grammatical concepts this way, students are better positioned to recognize and apply overarching rules, thereby minimizing the need for the rote memorization of numerous individual exceptions. This approach is strongly supported by Cognitive Load Theory (CLT), which emphasizes that chunking information is crucial for optimizing the working memory capacity and facilitating long-term schema development (Sweller et al., 2024). The grouping method thus serves to transform the abstract complexity of the SPT into a structured, accessible, and efficient learning experience.

Building on this theoretical foundation, the purpose of this study is to examine the effectiveness of the grouping method as a targeted intervention for improving Grade 7 EFL students' proficiency in constructing Simple Present Tense sentences. While traditional rule-governed methodologies have been shown to exacerbate cognitive overload, this study introduces a systematic "chunking" approach specifically mapped to Indonesian learner interference. Avery (2024) suggested that categorization of language material can lower intrinsic cognitive load, a theory supported by Sweller et al. (2024). Specifically, this study addresses the following research questions:

1. Does the grouping method enhance students' accuracy in constructing Simple Present Tense verbal and nominal sentences?
2. Does the grouping method reduce students' perceived cognitive load when learning the Simple Present Tense?
3. What is the impact of the grouping method on students' motivation and confidence in learning grammar?

The Simple Present Tense (SPT) is recognized as an indispensable foundation in EFL education. Previous research, such as Wu (2023), argues that mastery of this tense is critical for formulating basic facts and daily communication. However, junior high school students frequently face substantial difficulties, specifically the omission of -s or -es for the third-person singular. Wu (2023) observed that these persistent errors often stem from structural non-correspondence between the English grammatical system and the students' first language (L1).

Research Method

Research Design

This study adopted a concurrent mixed-methods research design, specifically the convergent parallel model, to provide a holistic and comprehensive investigation into the effectiveness of the grouping method in enhancing communicative grammar competence. The integration of both quantitative and qualitative data follows the methodological framework for mixed-methods research as established by Creswell and Plano Clark (2024). This design allows for the validation of statistical results through rich, contextualized qualitative insights.

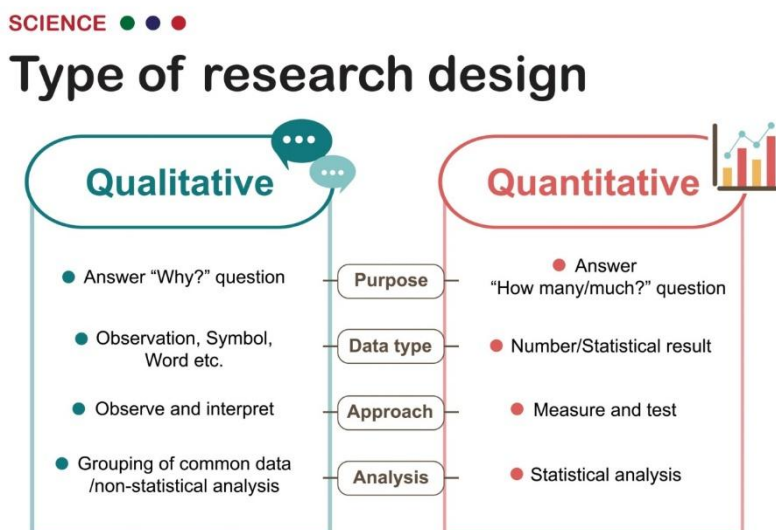


Figure 1. Research Design

As seen in Fig. 1, the quantitative component, derived from standardized testing and scaled questionnaires, measured the practical impact of the intervention on accuracy and motivation. Concurrently, the qualitative component, gathered through systematic classroom observations and in-depth interviews, provided rich, contextualized insights into the students' experience, perceived cognitive load, and the practical application of the grouping method within the classroom environment. The study's structure adhered to the principles of a field experiment conducted over a sustained period of twelve weeks (Altun, 2020).

Setting and Participants

The research was conducted at a public junior high school situated in the metropolitan area of East Java, Indonesia, during the first semester of the academic year.

Participant Selection and Assignment

The study cohort consisted of 60 students enrolled in Grade 7, with ages ranging from 12 to 13 years old. Participants were drawn from

two pre-existing, intact classes to ensure minimal disruption to the school's administrative structure and to maintain ecological validity. These two intact classes were subsequently assigned through a process of **random selection** to form the experimental group (n=30) and the control group (n=30). This randomized assignment process mitigated the risk of pre-existing differences between the classes significantly influencing the outcomes, thereby strengthening the internal validity of the study. The experimental group received the targeted instruction using the novel grouping method, while the control group was taught the same grammatical content (Simple Present Tense) through conventional pedagogical approaches, characterized by explicit rule presentation, rote memorization, and repetitive individual practice exercises.

Ethical Considerations

Prior to the commencement of the study, ethical clearance was secured from the university's research board. Formal permissions were obtained from the school principal, the participating teachers, and the parents of all students. Assurances of anonymity and confidentiality were provided, and participants were informed of their right to withdraw from the study at any time without penalty. All data were anonymized and reported only in aggregated form.

Intervention: Implementation of the Grouping Method

The grouping method, aligned with the principles of Cognitive Load Theory (CLT), was designed to scaffold learning by minimizing extraneous cognitive load and organizing grammatical information into conceptually manageable units (Chen and Wang, 2025). The intervention focused specifically on the Simple Present Tense, a foundational and often complex structure for Indonesian EFL learners due to its distinct subject-verb agreement rules. The intervention was systematically implemented across the experimental group over a continuous twelve-week period.

Structure and Phasing

The implementation was delineated into three sequential phases, each spanning four weeks and targeting a specific aspect of the Simple Present Tense:

Phase 1: Teaching Verbal Sentences (Groups A and B)

This initial phase concentrated on the construction of affirmative Simple Present Tense sentences involving action verbs. The core strategy involved dividing the subject categories into two distinct groups based on their conjugation requirements:

- **Group A (Base Form):** This group comprised plural subjects (e.g., *students*, *books*), the first-person singular pronoun (*I*), the second-person singular/plural pronoun (*you*), and the first-person plural pronoun (*we*), and the third-person plural pronoun (*they*).
 - **Instructional Rule:** Students were taught to uniformly utilize the **base form of the verb (V1)** for all subjects belonging to Group A.
- **Group B (Inflected Form):** This group was strictly reserved for all third-person singular subjects (i.e., *he*, *she*, *it*, and singular nouns).
 - **Instructional Rule:** The corresponding rule was the addition of the **singular inflection (V-s)** to the base form of the verb.

The teaching activities integrated a blend of receptive and productive tasks, including targeted vocabulary drilling, structured contextual translation exercises, scaffolded guided practice sessions, and collaborative peer feedback mechanisms. Crucially, the rule concerning the addition of the “-es” suffix (for verbs ending in text{s, sh, ch, x, o, z}) was intentionally deferred until Phase 3. This methodological choice was deliberate, aimed at reducing the initial cognitive complexity and preventing the premature introduction of rule exceptions that could overload the students' working memory, adhering strictly to CLT principles.

Phase 2: Teaching Nominal Sentences (Group C)

The second phase shifted the instructional focus to the construction of nominal (non-action) sentences, introducing a third subject group:

- **Group C (The *to be* Group):** This group was defined by the structural requirement: Subject + to be + complement (adjective/noun/adverb).
 - **Instructional Mapping:** The Group C instruction explicitly mapped the subjects to their required auxiliary verb forms (*I am, you are, we are, they are, he is, she is, it is*).

Learning activities in this phase included specialized vocabulary drilling focusing on common adjectives and nouns relevant to the students' immediate context, contextual translation practice to solidify structural understanding, and continued guided practice and peer assessment. The primary objective was to clearly differentiate the application of verbal (action) structures from nominal (descriptive) structures.

Phase 3: Integration, Reinforcement, and Evaluation

The final phase served as a synthesis and consolidation stage, dedicated to integrating and reinforcing the distinct verbal (Groups A and B) and nominal (Group C) sentence structures.

- **Integrated Practice:** Students engaged in advanced practice activities that necessitated the rapid and accurate construction of both verbal and nominal sentences presented in a randomized order. This forced students to actively select the correct grammatical pattern based solely on the subject and the intended meaning, mimicking spontaneous communication.
- **Activities and Reinforcement:** The activities included collaborative reading tasks, complex randomized translation exercises designed to test structural switching, and the systematic provision of positive behavioral reinforcement (e.g., verbal praise, tokens for accurate performance) to solidify learned behaviors. Furthermore, the previously deferred “**es**” rule was formally introduced at this stage, building upon the established V-s foundation without disrupting the initial structural understanding.

Data Collection Tools

To ensure high validity and reliability, a mixed-methods data collection approach was implemented using a variety of scientifically-validated instruments.

Pre- and Post-Tests (Quantitative)

A standardized achievement test was administered before (pre-test) and immediately after (post-test) the twelve-week intervention. The test was meticulously designed to measure students' accuracy in applying the Simple Present Tense. It comprised two sections:

- Multiple-Choice Test: Designed to measure receptive knowledge and rule recognition.
- Sentence Construction Test: Assessed productive competence, requiring students to actively construct grammatically correct verbal and nominal sentences from given prompts (e.g., Indonesian phrases or specific subjects/verbs).

The content validity of the tests was ensured through alignment with the Grade 7 curriculum, and the reliability was established using a pilot test administered to a non-participating comparable cohort.

Classroom Observations (Qualitative)

Systematic classroom observations were conducted by trained researchers during intervention lessons. To ensure the reliability of these observations, the study utilized multimodal interaction analysis inspired by the work of Riordan et al. (2025), focusing on the pedagogical tactic of grouping and how students interact with the material in real-time:

- Students' level of engagement and active participation during lessons.
- The practical use and application of the grouping method strategies by the students (e.g., verbalizing the group rules during construction).

- The fidelity of the implementation by the teacher.

Student Questionnaires (Quantitative)

A Likert-scale questionnaire was administered to gauge students' affective responses. The design and administration of these questionnaires, particularly in measuring the subjective experience of mental effort, were aligned with contemporary research on the effects of survey order on subjective measures of cognitive load (Dönmez et al., 2025).

Semi-Structured Interviews (Qualitative)

To gain deep, firsthand perspectives, a sample of 10 students was strategically selected from the experimental group for semi-structured interviews. This purposeful sampling ensured representation across various pre-test performance levels. The interviews utilized an open-ended protocol designed to elicit detailed insights into:

- Students' specific learning experiences with the grouping method.
- Their subjective evaluation of the method's helpfulness in structural differentiation.
- Detailed feedback on their perception of cognitive difficulty and instructional clarity.

Data Analysis Procedures

The collected data were subjected to a rigorous analysis encompassing both statistical and thematic methodologies.

Quantitative Data Analysis

Data obtained from the pre- and post-tests and the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS).

- **Descriptive Statistics:** Mean scores, standard deviations, and variance were calculated for both groups on the pre- and post-tests to summarize performance and distribution.
- **Inferential Statistics:** A **Paired-Samples t-test** was employed to determine if a statistically significant difference existed between the pre-test and post-test scores within each group (to assess the treatment's effect). Subsequently, an **Independent-Samples t-test** was performed on the post-test scores of the experimental and control groups. This was the critical test for comparing the mean performance difference attributed to the grouping method intervention. The t-test was appropriate given the two independent groups and the interval-level data.

Qualitative Data Analysis

Data gathered from classroom observations and semi-structured interviews were analyzed using Thematic Analysis. According to Braun & Clarke (2024), this process involved several systematic steps, including transcription, familiarization, coding, and theme development:

1. **Transcription:** All interview recordings were accurately transcribed verbatim.
2. **Familiarization:** Researchers repeatedly read the transcripts and observation notes to achieve deep familiarity with the data.
3. **Coding:** Initial codes were generated, labeling specific data segments related to grouping, cognitive load, motivation, and application difficulty.
4. **Theme Development:** Related codes were clustered to develop overarching themes and recurring patterns (e.g., "Clarity of Rule Application," "Reduced Memorization Burden").
5. **Review and Definition:** Themes were reviewed and clearly defined, supported by illustrative quotes from the student interviews, ensuring the qualitative findings enriched and contextualized the quantitative results.

Results and Discussion

Results

This chapter systematically presents the quantitative and qualitative findings derived from the intervention study. The research investigated the effectiveness of the grouping method as a pedagogical strategy in enhancing junior high school students' proficiency in constructing Simple Present Tense (SPT) sentences, specifically within the cognitively demanding task of translating from the students' first language (L1), Bahasa Indonesia, into the target language (L2), English. The data, primarily sourced from the pre-test, the post-test, and subsequent inferential analysis, unequivocally confirm a highly significant and positive influence of the implemented grouping strategy on students' L2 grammatical accuracy.

Quantitative Data: Pre-test and Post-test Scores

The central quantitative metric of the study was the assessment of students' proficiency, measured by their scores on a sentence construction test. This instrument required the accurate translation of various verbal and nominal sentences framed in the Simple Present Tense from Indonesian into English. The maximum possible score attainable on the instrument was 100 points. The descriptive statistics detailing the performance of the experimental group (n=30), which received instruction utilizing the grouping method, are synthesized in Table 1.

**Table 1. Descriptive Statistics of Pre-test and Post-test Scores
(Experimental Group)**

Test	N	Minimum Score	Maximum Score	Mean Score	Standard Deviation (SD)
Pre-test	30	28	52	40.00	7.18
Post-test	30	72	96	80.00	6.55

The data presented in Table 4.1 reveals a substantial discrepancy between the students' baseline and post-intervention proficiency levels. The mean score recorded on the pre-test was notably low at 40.00 (SD = 7.18). This baseline indicated a pervasive proficiency deficit,

characterized by profound difficulties in correctly applying the fundamental rules of the Simple Present Tense, a challenge exacerbated by linguistic interference from L1 during the translation process. Following the 12-week intervention, which systematically employed the grouping method, the mean score on the post-test escalated dramatically to 80.00 (SD = 6.55). This result represents an average proficiency gain of exactly 40 points, signifying a **100% improvement** relative to the initial average performance. The narrowed standard deviation in the post-test (6.55 versus 7.18) also suggests a greater homogenization of proficiency levels post-intervention, indicating consistent learning across the cohort.

Inferential Statistics: Paired Samples t-test

To statistically validate the observed difference between the pre-test and post-test means, a paired samples t-test was executed. The substantial magnitude of the mean score gain (40 points) and the relatively low standard deviations strongly suggested the presence of a large effect size and a high degree of statistical significance, warranting formal verification.

The statistical analysis using the paired samples t-test yielded the following critical result: $t(df=29) = 28.56$, with a probability value of $p < 0.001$.

The calculated p-value is significantly below the conventional standard significance level ($\alpha = 0.05$). Consequently, the null hypothesis, which posited no difference between the pre-test and post-test means, is decisively rejected. The exceptionally high t-statistic (28.56) provides robust confirmation that the observed 40-point difference between the pre-test mean (40.00) and the post-test mean (80.00) is highly statistically significant. In conclusion, the grouping method exerted a remarkably positive, systematic, and non-random influence on the students' capacity for accurate Simple Present Tense sentence construction via translation.

Discussion

The fundamental objective of this investigation was to empirically test the efficacy of the grouping method as a targeted pedagogical strategy for mastering the Simple Present Tense among junior high school students. The highly significant outcome from the quantitative analysis—an astonishing 40-point increase in the mean score—constitutes compelling evidence that the grouping method is an exceptionally effective strategy for surmounting the inherent structural and cognitive challenges associated with this grammatical feature, particularly for learners whose L1 is Indonesian.

The following discussion elaborates on the mechanisms underpinning this success, integrating linguistic analysis with principles of Cognitive Load Theory (CLT) as proposed by Sweller et al. (2024) and affective domain influence. This success is also consistent with the findings of Altun (2020), who demonstrated that structured group-based interventions significantly enhance grammatical proficiency compared to traditional methods.

The Theoretical Foundation: Cognitive Load Reduction

The overwhelming success of the grouping method in escalating student performance from a failing baseline (40.00) to a level of competence (80.00) is theoretically grounded in the principles of Cognitive Load Theory (CLT), particularly the work of Sweller et al. (2024). The intervention was designed to specifically manipulate the three recognized types of cognitive load imposed on learners:

Reducing Extraneous Cognitive Load through Chunking

Traditional, monolithic instruction of Subject-Verb Agreement (SVA) often imposes a high extraneous cognitive load—the mental effort spent on processes that do not directly contribute to the formation of knowledge schemas. Students expend undue energy attempting to sort and manage numerous conditions and exceptions simultaneously. The grouping method directly mitigated this by implementing the principle of **chunking**, dividing the complex SVA rule into three distinct, manageable, and mutually exclusive groups:

- **Group A (Base Form):** I, You, We, They, Plural Nouns ---- V1.
- **Group B (Conjugated Form):** He, She, It, Singular Nouns ---- V-s/es.
- **Group C (Nominal/Non-Action):** All Subjects ----- to be (am/is/are) + Complement.

This strategic organization presented the grammatical information in an optimally structured format. By pre-sorting the information, the intervention effectively minimized the extraneous load associated with rule discrimination, allowing students to dedicate their limited working memory resources solely to the core task of rule integration. The clear visual and structural separation of these groups made the material immediately more accessible, contributing directly to the accelerated proficiency gain.

Managing Intrinsic Cognitive Load: The Grouping Mechanism

The success of this intervention in managing intrinsic load by giving the nominal structure a dedicated, simplified rule set is consistent with recent findings by Quintero-Manes and Vieira (2025), who emphasize the importance of differentiated measurement and management of cognitive loads in rule-based learning tasks. Furthermore, as noted by Zambrano et al. (2019), the strategic distribution of information and structured group experiences are critical factors in enhancing collaborative learning outcomes and reducing individual cognitive strain.

The intrinsic cognitive load is determined by the complexity of the material itself and the essential interactivity of its elements. The Simple Present Tense has high intrinsic load for Indonesian EFL learners because Subject-Verb Agreement (SVA) is highly interactive: the verb form cannot be determined without simultaneous reference to the subject. The grouping method did not reduce the inherent complexity of the SVA rule but successfully managed it by creating simplified, internal sub-schemas. By practicing exclusively within Group A, students could automate the rule "if the subject is one of these, use V1" without distraction from the V-s/es rule. This sequential and compartmentalized mastery allowed the learner to gradually construct a full, integrated SVA

schema, demonstrating superior intrinsic load management compared to traditional, concurrent instruction (Sweller et al., 2024).

Optimizing Germane Cognitive Load: Schema Automation

By successfully minimizing the extraneous load, the grouping method consequently maximized the germane cognitive load—the mental effort directly responsible for constructing, automating, and generalizing schemas. The repetitive practice phases centered on fixed schemas (Group A, Group B, Group C) facilitated the construction of robust, flexible knowledge structures. During the post-test, the students did not engage in laborious rule recall; rather, they instantly classified the subject of the Indonesian sentence into one of the three established groups and automatically applied the corresponding, context-specific rule (V1, V-s/es, or *to be*). This transition from conscious, effortful application to near-automaticity is the cognitive mechanism that underlies the observed rapid and substantial increase in accuracy (Sweller et al., 2024). The 40-point mean score gain is, therefore, a direct quantitative measure of this successful schema automation, a phenomenon also observed in research by Retnowati et al. (2017) regarding the effectiveness of collaborative learning in reducing individual cognitive strain.

Linguistic Proficiency Gain: Overcoming L1 Interference

The 100% relative gain in the mean score (from 40.00 to 80.00) signifies a fundamental change in the students' ability to accurately encode grammatical rules, a necessary step to overcome the significant interference from their L1, Bahasa Indonesia.

The Challenge of Subject-Verb Agreement (Verbal Sentences)

The low pre-test score was a primary indicator of L1 structural transfer issues. As identified by Wu (2023), Bahasa Indonesia is morphologically simple in this context; it does not require verb conjugation based on the subject (e.g., *Saya makan* and *Dia makan* both use the base verb *makan*). The reflexive translation tendency for a sentence like "Dia makan nasi" is the ungrammatical "He eat rice," thereby omitting the critical third-person singular (3rd PS) marker "-s" or "-es."

The grouping method's delineation of Group A and Group B directly confronted this interference. The intervention established a differential instructional focus where students were explicitly taught to look for the SVA distinction. By forcing contrastive translation practice (e.g., translating "Bapaknya minum kopi" menjadi "His father drinks coffee" yang segera diikuti oleh "Mereka minum kopi" menjadi "They drink coffee"), the method highlighted the defining feature of Group B subjects (He, She, It, Singular Nouns) as the only trigger for the conjugated form. This systematic repetition solidified the conditional SVA rule as an automated process, successfully overriding the default, non-conjugating L1 transfer strategy (Wu, 2023).

The subsequent error analysis confirms the efficacy in two key areas:

1. **Reduction of Under-generalization:** The most frequent pre-test error, "Failing to add the -s to 3rd PS subjects," was drastically reduced.
2. **Reduction of Over-generalization:** Errors like "They eats rice," where the student recognized the importance of the marker but failed to identify the correct subject group, were also controlled.

The Challenge of Nominal Sentence Construction (Group C)

The second major structural challenge lies in the construction of nominal sentences (Group C). The English structure (Subject + *to be* + Complement) is confusing for Indonesian students because their L1 does not mandate the use of an auxiliary verb (*to be*) for predicates containing adjectives, nouns, or adverbs (e.g., *Dia sakit* translates as "He sick" without *is*). This absence of a "to be" equivalent in the students' L1 creates a significant learning gap (Wu, 2023). Pre-test errors included the omission of *to be* ("He sick") or the conflation with verbal structures ("He goes sick"), which the grouping method systematically addressed by creating a dedicated schema for nominal forms.

By establishing Group C as a distinct category centered entirely on the obligatory presence and correct conjugation of the *to be* auxiliary (*am, is, are*), the grouping method provided a separate, clear structural

anchor. The systematic practice of translating unambiguously nominal Indonesian sentences (e.g., *Saya seorang guru, Mereka senang*) into their English equivalents enforced the mandatory presence of the appropriate *to be* form. This isolation was crucial for managing the intrinsic load by giving the nominal structure a dedicated, simplified rule set, thereby preventing it from being confused with the action-verb structures of Groups A and B (Sweller et al., 2024). The post-test results confirm that this clear categorization significantly reduced the error rate in both omission and conflation of the *to be* verb.

Affective Impact: Motivation and Self-Efficacy

The shift from a "grammar is difficult" cycle to one of success is supported by the broader educational literature. For instance, the Education Endowment Foundation (2025) highlights that using clear examples and structured choices in teaching grammar to Year 7 students significantly enhances their engagement and subsequent writing performance. This is further reinforced by Idris et al. (2025), who suggest that integrating content and language in secondary education provides the systematic support necessary for students to acquire complex linguistic skills. While the quantitative data provides the evidence for accuracy gains, the discussion must also integrate the qualitative, affective outcomes necessary to explain the sustained engagement required for such a large score increase. As noted in the broader literature (Sorohiti et al., 2024), success in learning highly correlates with improved motivation and self-efficacy. This is further supported by Altun (2020), who found that structured collaborative environments and group-based success can significantly bolster students' confidence in mastering grammatical proficiency.

The initial low score of 40.00 reflected a state of low mastery, which typically fosters low confidence, high anxiety, and reduced motivation—a detrimental cycle common in L1-interfered grammar classes. The grouping method successfully disrupted this cycle:

Immediate Success and Positive Reinforcement: Because the rules within Groups A and C were clearly defined and relatively simple, students experienced rapid initial success. This positive reinforcement, as discussed by Benson-Goldberg & Erickson (2025) regarding the role of

effective feedback and praise in language intervention, immediately boosted morale and broke the psychological barrier of "grammar is difficult."

- **Increased Autonomy and Control:** The chunked, systematic structure provided students with a clear cognitive map of the grammar (Avery, 2024). They gained a tangible sense of control and autonomy over the material, allowing them to self-correct by simply referring to the established group categories ("Is this a Group B subject?"). This reduction in reliance on the teacher and the clear pathway to competence resulted in higher task motivation and a greater willingness to tackle the more complex distinctions between the groups.

The final 80.00 average score is thus not merely a measure of technical accuracy; it is a product of sustained effort and enhanced self-efficacy, which was directly driven by a teaching strategy that effectively reduced the perceived difficulty of the Simple Present Tense.

Synthesis and Implications for EFL Pedagogy

The findings of this study overwhelmingly support the central research hypothesis: the grouping method, based on principles of Cognitive Load Theory (Sweller et al., 2024), significantly enhances junior high school students' proficiency in Simple Present Tense sentence construction through L1-L2 translation. The methodology succeeded by strategically addressing the two primary hurdles faced by Indonesian EFL learners: the L1-L2 structural mismatch and the excessive cognitive load inherent in traditional instruction (Wu, 2023).

The quantitative increase aligns with qualitative findings from classroom observations and interviews, which were analyzed following the thematic approach of Braun & Clarke (2024):

- **Reduced Cognitive Load:** Interviewees noted that the "Group A/B/C" labels made rules immediately accessible. This aligns with Retnowati et al. (2017), who demonstrated that collaborative and grouped structures effectively minimize the "rote memorization burden."

- **Overcoming L1 Interference:** Observations showed that students began to self-correct L1 interference (e.g., "He eat" to "He eats") by mentally referencing the Group B schema, a process of error reduction noted in the work of Wu (2023).
- **Motivation:** Post-intervention questionnaires indicated that immediate success with simpler group structures boosted self-efficacy, consistent with findings by Deji-Afuye & Zhou (2025) on the positive interplay between student-centered pedagogy and learner engagement.

Practical Implications: Teachers should desist from presenting the Simple Present Tense as a singular, complex rule set. Instead, the adoption of an explicit chunking strategy is recommended (Avery, 2024), one that systematically organizes subjects by their grammatical function. This framework proved highly compatible with the cognitive processes of rule acquisition and automation, leading to the substantial gains observed in this study.

Future Research Directions: Future studies should investigate: (1) the long-term retention of knowledge acquired through this method; (2) the transferability of this schema to spontaneous oral production (Rosita Dewi et al., 2025); and (3) the application of the grouping method to other complex structures, such as perfect tenses, which also exhibit high intrinsic cognitive load (Lespiau & Tricot, 2024).

Conclusion

This research unequivocally establishes the grouping method as a highly effective pedagogical strategy for significantly improving junior high school students' ability to construct accurate Simple Present Tense (SPT) sentences, a critical yet challenging component of English as a Foreign Language (EFL) acquisition, especially for Indonesian learners. The intervention yielded a highly significant 40-point mean score increase (from 40.00 to 80.00), confirmed by the t-test results, validating the method's superiority over conventional instruction. This success is primarily attributed to its alignment with Cognitive Load

Theory (CLT): by strategically chunking the complex SPT rules into three clear, mutually exclusive schemas (Group A: V1, Group B: text{V-s/es}, and Group C: *to be*), the approach substantially reduced the extraneous cognitive load typically caused by L1 interference and structural rule discrimination. . This structural simplification simultaneously maximized germane cognitive load, leading to the rapid automation of Subject-Verb Agreement (SVA) and the mandatory differentiation between verbal and nominal structures. Consequently, the grouping method offers EFL practitioners a systematic, rule-based algorithm that transforms grammar acquisition from a task of confusing memorization into a manageable, conditional process, fostering both measurable accuracy gains and enhanced student self-efficacy.

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STUDENTS' PERSPECTIVES ON READING CIRCLES WITH LOCAL CULTURAL NARRATIVES: EVIDENCE FROM JUNIOR HIGH SCHOOLS IN BELU

[PERSPEKTIF SISWA TERHADAP LINGKARAN MEMBACA DENGAN NARASI BUDAYA LOKAL: KAJIAN PADA SEKOLAH MENENGAH PERTAMA DI BELU]

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Abstract

This study investigates junior high school students' perceptions of reading circles using local cultural texts in Belu, Indonesia. Drawing on culturally responsive pedagogy and collaborative learning principles, the intervention involved 110 eighth-grade students who participated in a reading circle activity using translated Belu folk stories. After the activity, students completed a Likert-scale survey measuring enjoyment, cultural relevance, comprehension support, confidence, and motivation to continue reading. The results show consistently positive perceptions across all indicators. A total of 85% of students agreed or strongly agreed that reading circles were enjoyable, while 80% reported that the local stories felt culturally familiar and engaging. Similarly, 85% indicated that the cultural familiarity of the stories helped them understand the English text more easily. Increased confidence was also reported, with 80% of students feeling more capable of reading English texts after the activity. Although motivation to

read more English stories was slightly lower, 80% of students still expressed willingness to continue reading similar texts. While the findings are based on self-reported perceptions, the current study highlights that integrating reading circles with local narratives can strengthen students' motivation, comprehension, and confidence while affirming cultural identity. The approach is therefore recommended as an effective and culturally responsive strategy for EFL instruction in Indonesian junior secondary schools and other multilingual learning environments.

Keywords: EFL; local narratives; EFL; reading comprehension; reading circles

Abstrak

Studi ini menyelidiki persepsi siswa SMP terhadap penggunaan reading circles dengan teks budaya lokal di Belu, Indonesia. Berlandaskan pedagogi responsif budaya dan prinsip pembelajaran kolaboratif, intervensi ini melibatkan 110 siswa kelas VIII yang mengikuti kegiatan reading circle menggunakan cerita rakyat Belu yang telah diterjemahkan ke dalam bahasa Inggris. Setelah kegiatan, siswa mengisi kuesioner skala Likert yang mengukur aspek kesenangan membaca, relevansi budaya, dukungan pemahaman, kepercayaan diri, serta motivasi untuk terus membaca. Hasil penelitian menunjukkan persepsi positif secara konsisten pada seluruh indikator. Sebanyak 85% siswa menyatakan setuju atau sangat setuju bahwa kegiatan reading circle menyenangkan, sementara 80% merasa bahwa cerita lokal tersebut akrab secara budaya dan menarik. Selain itu, 85% siswa mengakui bahwa keakraban budaya membantu mereka memahami teks bahasa Inggris dengan lebih mudah. Peningkatan kepercayaan diri juga terlihat, dengan 80% siswa merasa lebih mampu membaca teks berbahasa Inggris setelah kegiatan. Meskipun motivasi untuk membaca lebih banyak cerita berbahasa Inggris sedikit lebih rendah, 80% siswa tetap menyatakan kesediaan untuk melanjutkan membaca teks serupa. Meskipun temuan ini didasarkan pada persepsi yang dilaporkan oleh siswa

sendiri, studi ini menegaskan bahwa mengintegrasikan reading circles dengan narasi lokal dapat meningkatkan motivasi, pemahaman, dan kepercayaan diri siswa sekaligus menguatkan identitas budaya. Pendekatan ini direkomendasikan sebagai strategi yang efektif dan responsif budaya dalam pengajaran EFL di SMP Indonesia serta konteks pembelajaran multilingual lainnya.

Kata Kunci: EFL; lingkaran membaca; narasi lokal; pemahaman membaca

Introduction

Developing effective reading comprehension strategies in English as a Foreign Language (EFL) contexts has long been a challenge for teachers and curriculum designers in Indonesia, particularly at the junior high school (SMP) level. Although English has been introduced as a compulsory subject from primary school, many students still struggle with motivation, comprehension, and meaningful engagement with texts in English (Mubarok et al., 2022). This is particularly pronounced in rural and multicultural regions such as East Nusa Tenggara, where English instruction often faces challenges like limited exposure to English outside the classroom, insufficient materials relevant to local contexts, and deeply rooted cultural-linguistic identities that are not always reflected in school textbooks (Hornay, 2024).

Within this landscape, the reading circle or literature circle approach has emerged as a compelling pedagogical strategy to transform the reading experience into one that is interactive, engaging, and socially grounded. First developed by Daniels (2002), reading circles position students as active participants: each learner is assigned a role (e.g., summarizer, connector, vocabulary finder, discussion leader) and contributes collaboratively to the interpretation and discussion of a text. Reading circles are adapted classroom practices enabling group-based discussion on texts.

Reading circles have yielded promising results in various EFL contexts, including secondary schools in Asia, Latin America, and the Middle East (Chou, 2022; El-Esery, 2023; Fitri et al., 2018). Key findings across the literature highlight improvements in reading fluency,

vocabulary acquisition, student confidence, and critical engagement. Furthermore, scholars argue that reading circles encourage learner autonomy by empowering students to take responsibility for their own meaning-making and peer interactions (Noah, 2018; Djehatu et al., 2022). In Indonesia and other EFL contexts, reading circles have begun to gain traction as part of student-centered learning approaches (Fitri et al., 2018; Rokhayati & Alvionita, 2022). For example, Damayanti (2024) reported significant improvement in students' reading comprehension in senior high school after being taught through literature circles.

Despite their demonstrated potential, the implementation of reading circles remains under-explored in certain regions, including in Indonesian rural contexts where culturally relevant content might significantly improve learners' response and comprehension. Most reading circle studies have been carried out using generic English-language graded readers or Western literature, which may not always resonate particularly well with students from non-Western contexts. Several scholars, such as Mubarok et al. (2022) and Hornay (2024), have stated that EFL education in Indonesia must embrace culturally responsive practices, acknowledging students' identities and backgrounds as assets in learning rather than barriers. The cultural component cannot be underestimated. Research by Hornay (2024) and Mubarok et al. (2022) asserts that using culturally meaningful texts can deepen student engagement. When students read texts related to their cultural background, whether in language or familiar settings, they are better able to apply their relevant schema and make meaning more effectively (Habsy et al., 2023; Liang, 2014). Khonamri (2024) highlights the motivational impact of reading circles when infused with familiar cultural materials, while Kang et al. (2023) emphasize their usefulness even in EMI (English Medium Instruction) settings.

As articulated by Habsy et al. (2023), cognitive and constructivist perspectives on learning emphasize the role of prior knowledge in understanding new information. Thus, when students encounter texts that are culturally familiar reflecting their own local stories, characters, and values they may more readily comprehend and connect with the content. This is especially relevant in diverse cultural landscapes like that of East Nusa Tenggara, which is rich in oral traditions and folkloric

narratives yet often overlooked in formal school curriculum (Hornay, 2020).

Against this backdrop, the use of local Belu and Timorese folk tales in reading circles presents a compelling pedagogical innovation: it juxtaposes a collaborative reading model with culturally grounded content in English. For SMP students beginning their English reading journey, this may break down cognitive and affective barriers, enabling deeper engagement and understanding.

The present study seeks to explore students' perceptions of reading circles using translated local folk tales in a rural junior high school setting in Belu, Indonesia. It focuses on students' enjoyment, sense of cultural connection, perceived comprehension, and overall perceptions of the activity. This builds upon previous research (e.g., Espinosa-Cevallos et al., 2022; Kucuk, 2024; Liang, 2014), but pivots toward the unique contribution that culturally relevant texts can make to the literacy experience of young EFL learners in border or rural regions. Findings from this study contribute not only to ongoing conversations about learner-centered pedagogies but also about how localized and indigenized texts may serve as a bridge between language learning and cultural preservation in Southeast Asia.

Thus, the study aims to answer a central question: how do SMP students perceive the use of reading circles in their English reading lessons? This paper presents a survey-based investigation grounded in participant feedback, supported by relevant theories and prior studies. It advocates for greater emphasis on contextualized learning experiences that value the cultural knowledge learners already possess, reinforcing the idea that language and culture are inseparably intertwined in meaningful education (Hornay, 2024; Widodo, 2016).

Research Method

This study employed a descriptive survey-based design to explore junior high school students' perceptions of reading circles using local cultural texts translated into English. As recommended by Nichols and Edlund (2023), descriptive designs are well suited for exploratory studies in educational contexts where the aim is to generate data-driven insights

into participant attitudes, behaviors, and beliefs without manipulation of variables. The setting was four SMP located in Belu. The research was conducted during the 2024–2025 academic year as part of a classroom-based reading activity.

A total of 110 eighth-grade students (13–14 years old) participated in this research. All students had been learning English as part of the school curriculum since Grade 7 and displayed varied levels of reading proficiency. Most students came from Tetun linguistic backgrounds, with Indonesian also used frequently in daily communication.

The learning material consisted of two local folk tales: *Gunung Lakaan* and *Mane Ikun*. These texts, deeply rooted in the cultural heritage of Belu and Timor communities, were selected for their familiarity and integration of regional values. The researcher translated and simplified the stories into English, ensuring they remained grade-appropriate while maintaining essential cultural elements.

Students were divided into groups of five. Each group engaged in on-task reading circle activities designed to last for a 90-minute session. Prior to reading, the teacher introduced the purpose and structure of reading circles and demonstrated role expectations for: summarizer, connector (relating story elements to students' experiences), vocabulary finder, culture finder (identifying culturally significant aspects of the text), and discussion leader.

Each student selected or was assigned a role and read the text individually while making notes. Afterward, students discussed the story within their groups, each presenting their assigned perspective. The teacher rotated among circles, providing support where necessary, while encouraging peer-to-peer interaction.

At the end of the activity, a Likert-scale questionnaire (1 = Strongly disagree, 5 = Strongly agree) was administered to capture students' perceptions of:

1. Their enjoyment of reading local stories in English.

2. Their sense of connection to the cultural content.
3. Their ability to understand stories better when culturally familiar.
4. Their enjoyment of the reading circle process itself.

Survey data were analyzed descriptively using percentage for each statement. Observational notes were also used to enrich interpretation of the survey results.

Findings and Discussion

Findings

The findings of the post-activity survey reveal that students responded positively to the use of reading circles combined with culturally familiar texts. The average scores across the four themes: enjoyment of reading circles, comprehension via cultural familiarity, engagement with local stories, and cultural identity and connection, ranged between 3.8 and 4.5 on a 5-point Likert scale. The following subsections present a detailed analysis of each theme, supported by visual representations and descriptive interpretations of the students' perceptions.

Positive affect toward culturally familiar stories

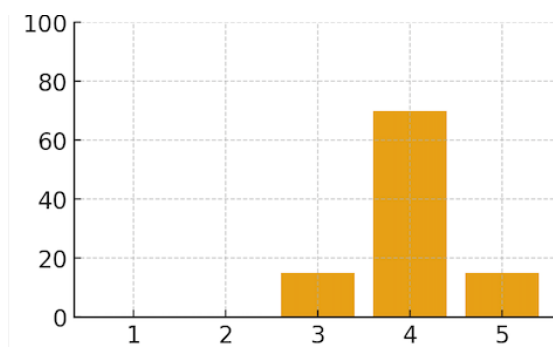


Figure 1 Students' Perception toward Culturally Familiar Stories

The first item reflects students' affective response to culturally familiar stories presented in English, with a dominant 70% selecting

"Agree" and 15% "Strongly Agree." This distribution indicates a clear positive emotional reaction toward reading folk narratives originating from their own cultural background. The high level of enjoyment suggests that familiarity with plot, character types, and moral values plays an important role in reducing reading anxiety and increasing willingness to engage with English texts. Rather than viewing reading as an academic burden, students perceived the task as pleasurable, supporting research showing that culturally grounded stories increase emotional engagement and lower affective barriers among EFL learners.

Perceived cultural relevance of the text

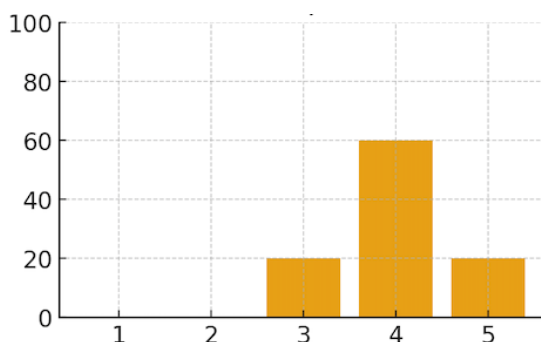


Figure 2 Students' Perception on Cultural Relevance of the Text

This chart indicates that students recognized strong cultural relevance in the stories used, with 80% responding positively and only 20% selecting neutral options. This suggests that learners perceived the narrative content as authentic, relatable, and reflective of their own social environment. Cultural relevance is a key element of culturally responsive pedagogy, and the students' responses confirm that reading English does not need to disconnect them from their heritage. Instead, the activity affirmed a sense of belonging, bridging linguistic learning with cultural identity and community knowledge.

Increased self-efficacy in reading English texts

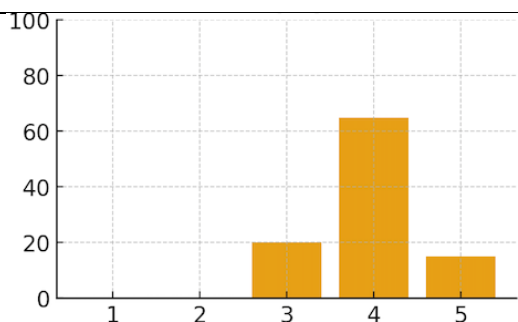


Figure 3 Students' Perception on their Confidence

This item demonstrates that most students felt more confident reading English texts after participating in the reading circle. The distribution of 65% Agree, 15% Strongly Agree, and 20% Neutral suggests that collaborative reading supported the development of reading self-efficacy. Group-based meaning negotiation, shared explanation, and the absence of public correction reduced feelings of inadequacy that often accompany foreign language reading. This result supports previous findings that literature circle environments provide emotional safety and promote willingness to take linguistic risks, contributing to greater long-term reading confidence.

Reading Motivation

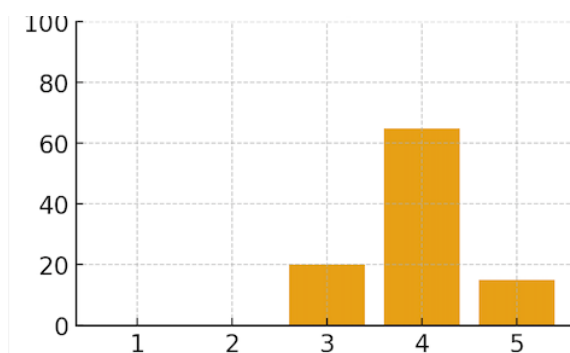


Figure 4 Students' Perception on their Reading Motivation

Students' desire to read more English texts after the activity yielded a moderately strong result, with 65% agreeing and 15% strongly agreeing. Although slightly lower than affective enjoyment scores, this finding still demonstrates a positive motivational shift. The results indicate that exposure to culturally relevant reading materials may serve as an entry point toward building sustained reading habits in English. However, the 20% neutral responses suggest that long-term motivation requires continued reinforcement. Motivation research frequently shows that repeated positive reading experiences are necessary before students internalize reading as a self-driven activity.

Enhanced comprehension through cultural background knowledge

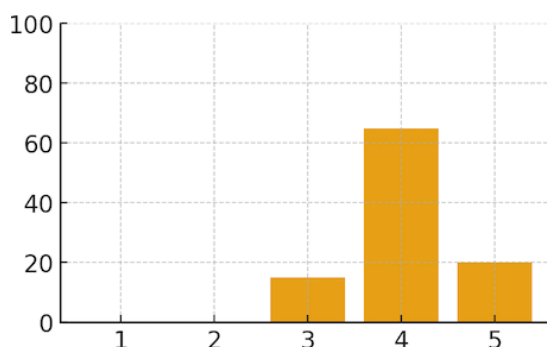


Figure 5 Students' Perception on Comprehension

The majority of students affirmed that they understood the English text better because it originated from their own culture, with 65% responding "Agree" and 20% "Strongly Agree." This supports the principle that cultural familiarity activates existing schema, making comprehension more efficient. When students already understand the narrative framework, they are able to focus attention on vocabulary and grammatical decoding rather than narrative interpretation. This finding strengthens the argument that culturally situated reading input can lighten cognitive load in EFL reading tasks, thereby improving comprehension regardless of students' proficiency level.

Positive perception of the reading circle format

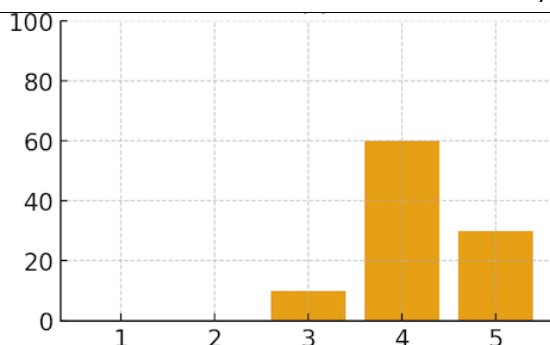


Figure 6. Students' Perception on Reading Circle Format

This item shows that 90% of students viewed the reading circle format positively, with 60% agreeing and 30% strongly agreeing that the activity was enjoyable. The response pattern confirms that students valued the collaborative structure and found it more engaging than teacher-centered reading instruction. The finding aligns with literature demonstrating that reading circles foster peer interaction, shared responsibility, and intrinsic engagement. For these SMP learners, enjoyment emerged not only from the story content itself but also from the opportunity to participate actively, discuss meaning with classmates, and assume assigned reading roles—elements that strengthen both motivation and literacy confidence.

Discussion

The findings of this study indicate that the use of reading circles incorporating culturally familiar stories generated positive student perceptions across affective, cognitive, and motivational domains. All indicators demonstrated percentage score above the neutral midpoint, suggesting that the activity was well received by the SMP learners and made a meaningful contribution to their reading experience. The results align with a growing body of research affirming that literature circles constitute an effective pedagogical approach for fostering engagement and improving reading outcomes in EFL contexts (Noah, 2018; Chou, 2022; Widodo, 2016). However, the present study extends existing literature by demonstrating the combined influence of two mutually reinforcing elements: collaborative reading structures and culturally relevant narrative content.

The highest perception score across all indicators reflected students' affective responses to the activity, particularly their enjoyment of reading in a group and their pleasure in reading stories drawn from their own cultural heritage. This finding confirms earlier studies reporting that literature circles reduce the emotional burden often associated with reading in a foreign language by promoting collaboration, meaningful participation, and shared responsibility (Noah, 2018; Widodo, 2016). In this study, enjoyment was not only related to the group structure but was also tied to the cultural familiarity of the text. This reinforces Espinosa-Cevallos et al.'s (2022) argument that when reading materials are culturally grounded, students perceive reading as a personal experience rather than an academic task.

The positive emotional impact supports the principle that enjoyment can function as a precursor to literacy engagement, particularly among reluctant readers. As Khonamri (2024) notes, emotional responses to reading activities influence willingness to participate and persist in reading tasks. In this study, enjoyment appeared to be influenced by both the content (local folktales) and the format (reading circles), illustrating the value of aligning pedagogy and material selection when aiming to build affective engagement.

These survey findings were supported by classroom observations, which indicated that students were actively involved in group discussions, frequently referred to cultural elements within the stories, and demonstrated peer-supported meaning negotiation when encountering unfamiliar vocabulary or narrative details. Although observational data were not analyzed independently, they provided contextual support for interpreting students' positive perceptions.

Two survey indicators revealed strong agreement regarding the cultural closeness of the reading material and the role of cultural background knowledge in supporting comprehension. These findings support schema theory and constructivist perspectives, which propose that learners make meaning more effectively when they can connect new information with existing cultural knowledge (Habsy et al., 2023; Mubarok et al., 2022). When students read English stories with unfamiliar settings or culturally distant events, they must simultaneously negotiate

linguistic decoding and cultural interpretation. In contrast, culturally familiar stories reduce conceptual ambiguity, enabling students to devote more cognitive resources to language processing.

This finding resonates with Hornay's (2024) work on Indonesian learners' cultures of learning, which emphasizes that culturally grounded learning experiences contribute to student agency and confidence when engaging with foreign-language content. The present study supports this claim, showing that familiarity with narrative content increased not only comprehension but also cultural pride, as several students expressed appreciation for seeing regional stories validated in an academic English context. This directly addresses concerns raised in English language education research regarding the domination of Western-oriented texts and the marginalization of local knowledge in EFL classrooms (Hornay, 2020).

The use of translated local narratives may have played a key role in supporting comprehension by reducing both linguistic and cultural distance. While original English literary texts may offer greater exposure to authentic language use, they may also pose challenges for lower-proficiency learners. In this study, translated stories functioned as an instructional scaffold rather than a substitute for authentic literature, enabling students to engage meaningfully with English while drawing on familiar narrative knowledge.

Although translation may not fully capture the stylistic richness of original English literary works, the primary instructional aim of this intervention was not literary analysis but engagement, comprehension support, and confidence-building among junior secondary EFL learners. From this perspective, translated local texts served as a developmentally appropriate entry point to English reading, potentially preparing students for more linguistically complex and stylistically rich texts in subsequent stages of instruction.

An important outcome of the reading circle activity was the development of reading confidence, demonstrated by students' agreement that they felt more capable of reading English texts afterward. This result is consistent with literature showing that literature circles promote self-efficacy by encouraging peer-supported meaning making

rather than teacher-fronted correction (Chou, 2022; El-Esery, 2023). When students discuss vocabulary, infer meaning collectively, and explain ideas to peers, they experience successful comprehension events that contribute to linguistic confidence.

This is an important finding given that low self-efficacy is frequently cited as a barrier to literacy development for Indonesian learners (Djehatu et al., 2022). Whereas traditional comprehension exercises may reinforce student passivity, literature circles reposition learners as active collaborators, thereby improving confidence even among those with limited reading proficiency. Kucuk (2024) similarly reports that students participating in reading circles demonstrated higher self-belief in their reading ability compared to those engaged in traditional reading tasks.

Although motivation scores were slightly lower than other indicators, they remained positive, suggesting that the intervention had a promising motivational effect. Motivation is often one of the most difficult components to shift in short classroom interventions, particularly among students with limited exposure to authentic English texts. The moderate strength of this result aligns with findings from Damayanti (2024), who reported that while literature circles improved comprehension rapidly, long-term motivation required repeated implementation over multiple reading cycles. Nevertheless, the fact that most students expressed willingness to read more English stories after the activity indicates that culturally grounded reading circles may serve as a meaningful entry point for developing future reading habits.

Khonamri (2024) argues that reading circles promote intrinsic motivation by creating environments in which students feel responsible for contributing to group meaning. In the present study, motivation appears closely linked to the interpersonal dimension of reading. This is consistent with widely accepted motivational models that emphasize the social and identity-based dimensions of L2 reading rather than viewing motivation as an exclusively individual psychological construct.

The findings correspond strongly with previous work demonstrating that literature circles improve comprehension,

engagement, and participation across various learning levels (Fitri et al., 2018; Raden & Palembang, 2017; Liang, 2014). However, most studies have focused on either the structural benefits of cooperative reading or the role of story content in supporting literacy development. Few studies have explicitly examined the intersection between reading circles and culturally responsive reading inputs. The present study contributes to this literature by showing that cultural familiarity and collaborative reading structures reinforce one another; neither element alone fully accounts for the totality of students' positive responses.

Furthermore, the findings support claims that reading circles benefit a wide range of learners, including vocational students (Widodo, 2016), pre-service teachers (Schoonmaker, 2014), and even university-level EMI learners (Kang et al., 2023). The present study demonstrates that similar benefits apply to junior secondary learners in a provincial Indonesian setting.

It is important to note that the findings reflect students' perceived experiences of enjoyment, comprehension support, and confidence rather than directly observed reading behaviour or tested comprehension outcomes. While self-reported perceptions cannot conclusively demonstrate that these experiences occurred in an objective sense, they remain meaningful indicators of affective engagement and learner response, particularly in classroom-based exploratory research focusing on motivation and participation.

As with all survey-based research, there is a possibility that students' perceptions may not fully correspond to their actual reading performance. However, in the context of EFL reading instruction, learners' subjective experiences are pedagogically significant, as feelings of enjoyment, confidence, and cultural connection often precede sustained engagement and willingness to read in a foreign language.

These results offer several implications for EFL reading instruction. First, literature circles may be adopted as a low-cost and pedagogically flexible method for encouraging active readership in contexts where teacher-led instruction dominates. Second, the integration of culturally familiar content provides an effective scaffold for

comprehension and a sense of identity affirmation, strengthening calls for more culturally sustaining reading materials in Indonesian schools. Finally, the strong affective responses observed here highlight the importance of prioritizing emotional engagement as a legitimate instructional goal rather than as a secondary benefit.

Limitations and Future Research

Despite the positive findings reported in this study, several limitations should be acknowledged. First, the data were collected mainly through a self-report questionnaire. The results therefore reflect students' perceptions of enjoyment, comprehension support, and confidence, rather than direct evidence of their actual reading behaviour or reading achievement. It is possible that some students' responses were influenced by positive feelings toward a new learning activity or a desire to give favourable answers.

Second, although classroom observations were conducted to support the interpretation of the survey results, these observations were not analysed as a separate data set. Future studies may use more systematic observation methods, interviews, or think-aloud activities to better understand how students engage with texts during reading circles and how their perceptions relate to actual reading practices.

Third, this study used translated local folk tales rather than original English texts. While the translated stories helped reduce linguistic and cultural difficulty for junior high school learners, the results may differ if authentic English literary texts are used. Future research could compare reading circles using translated local stories and original English texts to examine their different effects on comprehension, motivation, and engagement.

Finally, the reading circle activity was conducted in a short time frame. Although students showed positive responses, longer-term studies are needed to explore whether reading circles can lead to sustained motivation, improved reading skills, and long-term reading habits in English.

Conclusion

This study examined junior high school students' perceptions of reading circles using culturally familiar narratives translated into English in a rural EFL context in Belu, Indonesia. The findings indicate that students responded positively to the activity, particularly in terms of enjoyment, cultural connection, perceived support for comprehension, and reading confidence. The combination of collaborative reading practices and local cultural content appeared to reduce linguistic and affective barriers, enabling students to engage more comfortably with English texts while drawing on their existing cultural knowledge. Although the study relied on self-reported perceptions and was conducted over a short time frame, the results suggest that culturally responsive reading circles can serve as an effective entry point for engaging young EFL learners in reading activities. It is therefore recommended that English teachers consider integrating reading circles with culturally relevant texts into their reading instruction, especially in contexts where students have limited exposure to English. Future research may extend this work by examining long-term effects, comparing translated and original English texts, and combining perception data with behavioral and performance-based measures.

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THE DEVELOPMENT OF SURVEYS FOR BINTANG HARAPAN HOMESCHOOLING BANDUNG INTERNAL QUALITY ASSURANCE

[PENGEMBANGAN SURVEI-SURVEI BAGI PENJAMINAN MUTU INTERNAL HOMESCHOOLING BINTANG HARAPAN BANDUNG]

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Abstract

Quality management, which is commonly manifested in the form of internal and external quality assurance, is an important aspect in both formal and nonformal education for continuous improvement. However, many informal education institutions have no structured quality management system yet, and this condition is also found in Homeschooling Bintang Harapan Bandung that has no systematic internal quality assurance instruments. Therefore, this research is aimed at developing survey instruments for internal quality assurance, limited to elementary schools, particularly grades 4-6. This research uses the 4D method (Define, Design, Develop, and Disseminate). In the Define stage, problems and needs of developing the survey instruments identification were done through interviews, observation, and document

analysis with the leaders and staff administration as the research subjects. In the Design stage, survey instruments are designed considering Bintang Harapan's characteristics, which are heterogeneity and inclusive, while referring to the national education standard and accreditation components. The development stage then applied experts' validation and pilot tests to the teachers, students, parents, alumni, and alumni's parents to produce the final survey instruments using Google Forms. The Disseminate stage was marked by socialization and instruments handover to the homeschooling stakeholders to be utilized systematically as structured and data-driven internal quality assurance tools. Finally, three surveys are developed, named SPARK, SAFE, and GLOW. It is recommended to integrate the survey into the routine IQA cycle to support decision-making based on the data collected and improve quality, with future studies applying it longitudinally and developing automated analysis or audit systems.

Keywords: Development; homeschooling; instrument; quality management

Abstrak

Manajemen mutu (quality management) yang pada umumnya diwujudkan dengan penjaminan mutu internal dan eksternal merupakan aspek penting dalam pendidikan, baik formal maupun nonformal untuk perbaikan berkelanjutan. Namun, banyak institusi pendidikan nonformal belum memiliki sistem manajemen mutu yang terstruktur. Kondisi ini juga ditemukan di Homeschooling Bintang Harapan Bandung yang belum memiliki instrumen penjaminan mutu internal yang sistematis. Oleh karena itu, penelitian ini bertujuan mengembangkan instrumen survei

untuk penjaminan mutu internal yang terbatas pada jenjang Sekolah Dasar, khususnya kelas 4–6. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model 4D (*Define, Design, Develop, dan Disseminate*). Pada tahap *Define*, identifikasi permasalahan dan kebutuhan akan pengembangan instrumen dilakukan melalui wawancara, observasi, dan analisis dokumen dengan pimpinan dan staf administrasi sebagai subjek penelitian. Pada tahap *Design*, instrumen survei dirancang dengan mempertimbangkan karakteristik Bintang Harapan yang heterogen dan inklusif, serta mengacu pada standar nasional pendidikan dan komponen akreditasi. Tahap *Develop* kemudian dilakukan melalui validasi ahli dan uji coba terbatas kepada guru, siswa, orang tua, alumni, dan orang tua alumni untuk memperoleh instrumen final menggunakan media *Google Forms*. Tahap *Disseminate* ditandai dengan sosialisasi dan penyerahan instrumen kepada pihak Homeschooling untuk digunakan sebagai alat penjaminan mutu internal yang terstruktur dan berbasis data. Akhirnya, tiga jenis survei berhasil dikembangkan dalam penelitian ini yang diberi nama SPARK, SAFE, dan GLOW. Direkomendasikan untuk mengintegrasikan survei ke dalam siklus penjaminan mutu internal untuk mendukung pengambilan keputusan berbasis data dalam peningkatan mutu, dengan penelitian lanjutan yaitu menerapkannya secara berkelanjutan dan mengembangkan sistem analisis otomatis atau sistem audit.

Kata Kunci: *Homeschooling*; instrumen; manajemen mutu; pengembangan

Introduction

The quality and accountability improvement are in high demand in both formal and non-formal education institutions. Quality

management is defined as a structured system that regulates the processes, procedures, and responsibilities of an institution to ensure the achievement of quality standards and foster continuous improvement (Goetsch & Davis, 2014). In education, quality management consists of several aspects, such as quality assurance frameworks, performance indicators, accreditation standards, and the spirit of continuous improvement (Han, 2025). The theory is rooted in the *Total Quality Management* (TQM) approach, which, in the education context, emphasizes the importance of stakeholders' involvement, students' needs orientation, and institutions' commitment in the culture of continuous quality (Sallis, 2002).

However, there are contradictory phenomena between the theoretical demands and the practices in the field, particularly in non-formal education such as homeschooling. On one side, homeschooling in Indonesia has grown as an alternative education that promotes flexibility and inclusivity towards students with their various backgrounds and needs. It is estimated that around 10% of Indonesian children will choose homeschooling as an alternative education due to many factors (Annisa et al., 2022, in Jeremy & Winardi, 2025). On the other side, the implementation of the *Internal Quality Assurance* (IQA) system in homeschooling institutions is still limited and tends to depend only on the external evaluation, such as accreditation (Fauzi et al., 2024; Idris et al., 2022). This condition shows that the internal quality assurance mechanism has not been utilized optimally as a reflection tool and a continuous quality improvement.

In the context of Indonesia, the challenge is not only conceptual, but also reflected in the quality management practices in homeschooling institutions, which have been developed and formally recognized. For instance, Bintang Harapan Homeschooling Bandung is recognized as an inclusive homeschooling institution. Yet a preliminary study, through interviews with the leaders and staff administration, followed by an observation and document analysis, shows that the institution does not have a systematic and documented internal quality assurance system. The quality monitoring still relies merely on external evaluation and the

general perception of stakeholders, without being supported by instruments that can collect data on the leadership, learning climate, and continuous educational service. This condition emphasizes the gap between quality recognition externally and continuous internal quality management.

Alongside the TQM principles, internal quality assurance should function as a reflective mechanism that involves all stakeholders through systematic feedback (Sallis, 2002). Preliminary interviews done onsite with the stakeholders of Bintang Harapan homeschooling revealed that there was a need for certain survey instruments to support the internal quality assurance in the institution at present. Among other possible internal quality assurance instruments or tools, surveys were then chosen for it is familiar, easy to implement and process, while allowing to collect data from different perspectives in relative short time. Surveys, as a part of the cycle Plan-Do-Check-Act by Deming, will allow the institution to plan the improvement, monitor the implementation, and follow up on the findings continuously (Rahminawati & Supriyadi, 2023; Ulfiah et al., 2022). However, there are not many survey instruments of IQA that are developed contextually to fulfill the needs and characteristics of homeschools. Based on the gap, this study focuses on the development of internal quality assurance instruments, which are surveys, that are contextual and applicable to Bintang Harapan Homeschooling. The researcher then explored repository, garuda portal <https://garuda.kemdiktisaintek.go.id/> for existing journals, and national reputable journals in educational management to ensure novelty and relevance of this study attempt.

This study aims to develop the IQA survey instruments for Bintang Harapan Homeschooling to support continuous quality improvement at the institution. The novelty of this research lies in the translation of the National Education Standard and accreditation components into an adaptive survey based on homeschooling characteristics, which then functions as an internal reflection tool, not only the fulfillment of standards at a purely formal level. With that, this research and development study is expected to make a theoretical contribution to the

development of quality management literature for nonformal education and a practical contribution through IQA surveys, which can be adapted by other homeschooling institutions that have similar characteristics.

Quality Management and Educational Standard

Educational quality management, in the Indonesian context, is inseparable from the national educational standard that functions as the minimum standard of educational implementation quality. Government determines that the quality of education is measured and developed through eight standards, which are: (1) graduate competency standards, (2) content standards, (3) process standards, (4) assessment standards, (5) standards for teachers and educational support staff, (6) standards for facilities and infrastructures, (7) management standards, and (8) financing standards (*Permendikbud No. 28 Tahun 2016; Kemendikdasmen, 2025*). These eight standards build a solid and interconnected system and become the foundation for planning, implementing, and evaluating the quality of education. From the perspective of quality management, National Education Standards not only function as administrative standards, but also strategic framework to ensure the alignment between the educational purpose, learning process, and the output. Hidayat (2023) emphasizes that educational quality is achieved when all components of the educational system work consistently and integratively towards holistic learning outcomes, both in academic and character. This paradigm positions quality as the dynamic process that needs systematic management, not a purely formal fulfillment of standards.

Furthermore, Septiani et al. (2023) view educational quality management as a continuous effort that consists of input control, process optimization, and output evaluation reflectively. In this framework, National Education Standards become the evaluative reference, which allows educational institutions to assess how far learning practices and management are aligned with the national quality standards. Thus,

standards are not limiting, but become the direction for the improvement of educational quality. On the other hand, accreditation completes the role of National Education Standards as the external evaluation mechanism that assesses the quality of educational institutions while fostering the educational institution to reflect and improve continuously (Rahminawati & Supriyadi, 2023). However, in nonformal education practices, like homeschooling, the implementation of National Education Standards and accreditation often meets contextual challenges, which potentially trigger a gap between pedagogically rich educational practice and a quality management system that is not fully contextual yet. Therefore, an adaptive quality management approach is needed, grounded in the National Education Standards and accreditation components, yet responsive to the characteristics of homeschooling.

Survey Instruments for Internal Quality Assurance

In the framework of Total Quality Management (TQM), internal quality management (IQA) is defined as the reflective and continuous process that involves all stakeholders (Sallis, 2002; Goetsch & Davis, 2014). This principle places internal evaluation not only as accreditation fulfilment, but also main mechanism to ensure the process, service, and educational outcomes. Therefore, IQA needs support with systematic evaluation instruments and record the real stakeholders' experiences towards the ongoing educational practices (Fauzi et al., 2024).

One of the relevant instruments in the IQA system is a survey. Surveys allow educational institutions to collect data systematically about the learning quality, learning climate, management, leadership, and the educational service achievement based on the perception and experience of the users (Rahminawati & Supriyadi, 2023; Septiani et al., 2023). In the Plan–Do–Check–Act (PDCA) cycle, surveys function as a tool in the check stage to provide data for decision making and follow up on the quality improvement continuously (Ulfiah et al., 2022).

In the context of homeschooling, IQA survey instruments become important because of the flexible educational characteristics, person, and are not fully measurable through accreditation instruments, which are general and administrative (Fauzi et al., 2024). Surveys are developed contextually to allow the National Education Standard and accreditation components to be translated based on the real practices of homeschooling without losing the direction of the quality standard. With that, surveys function not only as an evaluation tool but also as an institutional reflection that supports continuous and contextual internal quality development.

In this research, the development model used is 4D (Define, Design, Develop, and Disseminate) by Thiagarajan (1974). Thiagarajan's 4D model offers a more concise and flexible structure compared to other research and development (R&D) models, such as Borg and Gall's or Dick and Carey's (Slamet, 2022). Thus, it is more suitable to be conducted within limited research contexts or timeframes. Moreover, it also provides a clear and focused process for creating, validating, and disseminating educational instruments (Mesra et.al, 2023).

The define stage consists of (1) front-end analysis, which is aimed at identifying general problems and gaps between the ideal condition and the real condition that need to be handled through the product developed; (2) respondents analysis, which is focused on the characteristics of the product user candidates; (3) task analysis, which is aimed to identify the main tasks, competency, or performance aspects that have to be reflected in the product; (4) concept analysis, which is conducted to identify and organize the main concepts that become the main basis to develop the product; and (5) specifying objectives, which is aimed to formulate the objectives of product development clearly and measurably. This define stage is very important and crucial as it is the basis for the next stages.

The design stage in the 4D development model is aimed at planning the initial product form based on the analysis results from the Define stage. It consists of constructing a criterion-referenced measurement,

media selection, format selection, and initial design. The develop stage is aimed at testing and refining the instruments designed, where expert appraisal and pilot testing become the main activities in this stage. Lastly, the disseminate stage is to introduce and share the finalized product with the intended users.

Research Method

This study uses a Research and Development (R&D) approach to develop contextual internal quality assurance survey instruments for a homeschooling institution. This approach is selected because it enables survey development in a systematic way, based on the real needs of the institution, and through validation and refinement stages to make the instruments worth being used as a reflection tool and decision-making regarding the internal quality (Judijanto et al., 2024).

The process of the instruments' development refers to the 4D model by Thiagarajan, consisting of Define, Design, Develop, and Disseminate, which is widely applied in educational research due to its clarity, practicality, and structured sequence that guides researchers from conceptualization to implementation (Johan, Iriani, & Maulana, 2023). In the *define* stage, the needs and gaps of IQA practices are identified through in-depth interviews, observation, and document analysis, involving homeschool leaders and a staff administrator. The *design* stage is focused on determining the quality indicators, survey draft, format, measurement scales, media selection, and timeline. Then, the develop stage, the surveys are validated through experts' appraisal and developmental testing to assess the clarity of the items, indicators' alignment, and instrument usability. The disseminate stage is marked by presenting and handing over the final instruments to the stakeholders as part of the internal quality assurance system. The following chart shows the flow of the research.

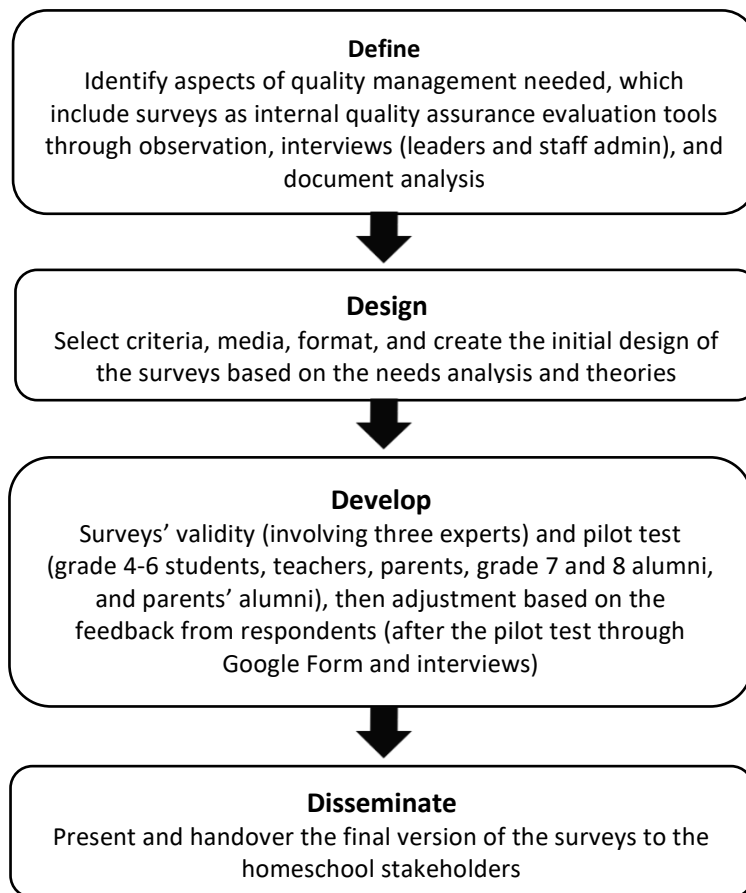


Figure 1. Research Flow Chart

This research is conducted in Bintang Harapan Homeschooling Bandung, involving institutional leaders, teachers, support staff, students in grades 4-6, as well as alumni and their parents who are accessible and willing to participate. The data collection is done through semi-structured interviews, non-participant observation, and document analysis, and is supported with documentation. During the pilot test, in the develop stage, the sampling technique used in this study was non-probability sampling, specifically a combination of purposive sampling and accidental sampling. Purposive sampling allows for the selection of participants based on predetermined criteria that are relevant to the research objectives, while accidental sampling involves selecting respondents who are conveniently available during the research process (Sumargo,

Budyandra, and Kurniawan, 2024). Both techniques were used at different stages to ensure that the data collected were both relevant and reflective of the homeschool's context.

This research uses two types of triangulation (Moniaga et al. 2024). The first type is data source triangulation, which involves interviewing the school founder, the coordinator, and the administrative staff to collect the information related to the needs and context of Bintang Harapan Homeschooling. The second type is methodological triangulation, which includes semi-structured interviews, unstructured observation, and document analysis. The qualitative data is analyzed through reduction, display, and conclusion (Miles, Huberman, and Saldaña, 2014).

Results and Discussion

This R&D study applied the 4D Thiagarajan Model (Define, Design, Develop, Disseminate) to develop internal quality assurance (IQA) survey instruments at Bintang Harapan Homeschooling Bandung. In the define stage, initial interviews with the founder, coordinator, and administrative staff, supported by observations and document review, revealed gaps in quality management. The absence of SOPs, formal evaluation instruments, monitoring of learning processes, inclusivity services, and graduate outcomes was identified. The details are presented in the following table.

Table 1. Front-end Analysis

Founder	Coordinator	Administrative Staff
1. No written quality policies or SOPs.	1. No IQA survey exists for students, teachers, or parents.	1. IQA procedures do not exist; evaluation is verbal only.
2. No internal audit has ever been conducted. Limited human resource that can conduct the	2. No systematic evaluation beyond accreditation.	2. No documentation of parent or student feedback.
3. Quality is assumed from increasing student numbers.	3. Needs a structured survey that accommodates diverse students (regular and special needs).	3. Facilities and programs are many, but no tool to evaluate their quality.
4. Decisions are made based on the personal experience, not documented standards.	4. No monitoring system for teaching effectiveness or curriculum implementation.	
5. No indicators or quality measurement tools.		

Still part of the Define stage, in respondents' analysis, it was determined that the target respondents were grade 4–6 students and teachers, grade 7–8 alumni, and parents, with inclusion criteria for special needs students and one parent per student to ensure data independence. Task and content analysis identified three key domains for assessment: leadership of the equivalency program, learning environment climate, and graduate learning outcomes. Finally, the specified objectives are to create three surveys that can meet the identified needs, named SPARK (leadership), SAFE (learning environment), and GLOW (graduates' outcomes).

In the Design stage, based on the findings from the previous stage, the surveys SPARK, SAFE, and GLOW were designed to be simple, practical, and accessible to diverse learning modes (onsite, online, hybrid) and students with mild special needs. Design principles included alignment with national education standards, minimal items for efficiency, and inclusion of open-ended questions for qualitative insights. Survey administration and data processing were conducted using Google Forms and Google Spreadsheets, as these platforms are familiar to the stakeholders and are regularly used within the institution. This familiarity allowed the survey process to be optimized in terms of accessibility and efficiency. The collected survey data were then processed using basic descriptive statistical analysis, utilizing spreadsheet formula features such as averages, totals, and percentages. The resulting scores were then categorized according to the established standards. Meanwhile, open-ended responses were analyzed using qualitative descriptive analysis to extract themes and recommendations relevant to future decision-making. The following table presents the initial design for the survey.

Table 2. Survey Mapping

Surveys	Domains	Indicators and Items	Respondents	Survey Administration Period (SAP)
SPARK	Leadership of the equivalency program	7 indicators	Grade 4-6 elementary teachers	Every semester
		11 items		Semester 1: Early December Semester 2: Late May
SAFE	The learning environment climate	4 indicators	Grade 4-6 elementary students; parents; and teachers	Every semester
		10-12 items		Semester 1: Early December Semester 2: Late May

GLOW	Graduate learning outcomes	2 indicators 7-9 items	Alumni (grade 7 and 8); parents	Yearly Early September
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The indicators of each survey are derived from the National Education and Accreditation Standards (BAN-PDM, 2025), which are presented in the following table.

Table 3. Survey Indicators

SPARK SURVEY		
Leadership	Educators and Education Personnel Standard	Facilitation of teacher performance reflection to improve teaching and learning Teacher professional development programs
	Management Standard	Performance-based reward and sanction management Clear vision and mission that are effectively communicated Partnerships with parents and the community Data-driven evaluation involving relevant stakeholders
	Management Standard	Annual planning based on evaluation results
SAFE SURVEY		
The learning environment climate	Content Standard	Climate of diversity and equality in religious practice
	Process Standard	Fulfillment and adaptation of diverse learning needs
	Facilities and Infrastructure Standard	Safety procedures and emergency drills Physical and mental health
GLOW SURVEY		
Student learning outcomes	Graduate Competency Standard	Ability to communicate ideas (oral, written, and presentation) Useful innovative works (portfolio)

In the Develop stage, the draft surveys went through expert appraisal by two quality assurance specialists and a homeschool practitioner, leading to revisions for clarity, relevance, contextuality, and operability. Pilot testing with students, teachers, alumni, and parents was conducted both onsite and online. Feedbacks were collected from the respondents through Google Forms and interviews after the pilot testing was administered, confirming feasibility and comprehension, requiring 5–20 minutes to complete. Adjustments included anonymization, separate confirmation forms, and transitioning all surveys to fully digital administration through Google Forms, considering efficiency and effectiveness in processing the data. The output of the Develop stage is summarized in the table below.

Table 4. Develop Stage Output

Validity (Experts' Appraisal)			
Aspects	Validator 1	Validator 2	Validator 3
Identity	Clear	Clear	Clear
Instruction	Clear	Clear	Clear
Scale 1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree	Clear	Clear	Clear
Content clarity, relevance, and contextuality (items)	Mostly clear, relevant, and contextual; but there are several recommendation to refine the items. For example: Replace: <i>"macam cara yang membantu saya belajar dengan baik"</i> with <i>"cara yang membantu saya belajar"</i> Delete: <i>"ketika bencana"</i>	There is no urgent need for editorial revision, as the structure of the indicators is already systematic and logical. Some technical terms can be briefly clarified in parentheses for better understanding.	Mostly clear, relevant, contextual, only needs to simplify certain words for kids. For instance: <i>Sekolah memberi kesempatan kepada saya dan teman-teman untuk menjalankan ibadah atau keyakinan, tanpa membedakan.</i> Revised: <i>Saya dapat beribadah sesuai agama dan kepercayaan saya dengan aman di sekolah.</i>
Pilot Test Feedback			
Aspect	Students and Alumni	Parents	Teachers
Duration	5 - 15 minutes	5 – 10 minutes	5 – 20 minutes
Identity Preference	Anonymous	Anonymous	Anonymous
Items' Clarity	Only a few students need a little guidance because of language barrier	Clear	Clear

In the Disseminate stage, the finalized surveys were presented to stakeholders via an online meeting, receiving positive feedback and support for regular administration. Stakeholders recognized the potential of the surveys as tools for monitoring quality and guiding data-driven decisions. Therefore, the stakeholders intend to establish a small team for survey administration, ensuring structured and continuous quality improvement. The role of a small team in administering surveys of internal quality is significant, so the process can be structured and continuous. It is supported by a study of Zarhasih, Ifendi, and Velyna (2025), which points out that the quality assurance team, possibly involving the principal, teacher, and staff, coordinates the planning, doing, action, and evaluation through the PDCA cycle. This finding also emphasizes that an organized small team can process and manage survey data, follow up on the results, and ensure the quality improvement can run systematically.

Through these stages aforementioned, the study successfully developed practical and contextually relevant IQA instruments that address aspects such as leadership, learning environment, and graduate outcomes, enabling Bintang Harapan Homeschooling to implement systematic internal quality assurance for continuous improvement within the institution.

From the study, several best practices in survey implementation were identified and shared with stakeholders to ensure effective administration and a high response rate. First, intentionally scheduling a designated *Survey Day* to accommodate onsite students who are not allowed to bring personal devices, allowing them to complete the survey in the computer laboratory within a manageable time frame of less than 20 minutes. Second, providing a dedicated time for teachers to complete the survey collectively, while homeroom teachers played an active role in regularly reminding parents to participate. In addition, stakeholders were encouraged to continuously

evaluate and refine these practices to identify the most effective strategies for conducting internal quality assurance surveys. Furthermore, the use of digital technology facilitated efficient data collection and reduced the risk of data loss, while the application of 360-degree feedback enabled a comprehensive understanding of institutional quality from multiple stakeholder perspectives. Next, as an implementation guideline, the SPARK and SAFE surveys may be administered at the end of each semester, whereas the GLOW survey can be conducted at the beginning or end of the academic year, particularly for alumni and their parents. In the end, these practices are expected to support institutional self-assessment and self-reflection, contributing to internal quality assurance processes and fostering a culture of continuous improvement.

Conclusion

This study concludes that the development of IQA surveys, which are SPARK, SAFE, and GLOW, is a relevant and contextual solution for Bintang Harapan Homeschooling. These instruments were developed based on the needs of the institutions, based on the National Education Standard and accreditation components, and adjusted with nonformal education characteristics. The results of experts' validation and pilot test show that the instruments are user-friendly, understandable, and effective as a structured self-evaluation tool to support continuous quality improvement.

It is recommended to integrate this survey into a routine IQA cycle to support decision-making based on the data collected. The institution also needs to follow up on the survey results in a concrete form of improvement. Future studies can investigate the use of these surveys longitudinally and with other homeschooling programs with similar characteristics, while developing a data analysis system or internal audit to strengthen quality management practices in nonformal education. Furthermore, continuous development can be done to make an automatic system for data processing and analysis so it is going to be efficient and go green.

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UNDERSTANDING TEACHING THROUGH EXPERIENCE: A STUDENT'S REFLECTIVE APPROACH TO BECOMING A CHRISTIAN TEACHER IN PSAL (PLANNING, STRATEGY, ASSESSMENT AND LEARNING)

[MEMAHAMI MENGAJAR MELALUI PENGALAMAN: PENDEKATAN REFLEKTIF MAHASISWA DALAM MENJADI GURU KRISTEN MELALUI MATA KULIAH PSAP (PERENCANAAN, STRATEGI, ASESMEN, DAN PEMBELAJARAN)]

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Abstract

This research explores the transformative process of student teachers as they transition into educators through reflective practices. Focusing on the personal experiences and reflections of student teachers, the study aims to understand how their experiences shape their development of calling, teaching competencies and pedagogy through the course PSAL (Planning, Strategy, Assessment and Learning). Using qualitative methods, the research highlights the role of self-reflection in enhancing how to make teaching plans, deciding on teaching strategies, assessment and conducting micro teaching in the classroom. By analyzing reflections report, the study investigates how student teachers reconcile theory with

practice, identify areas of growth, and ultimately construct their professional identity as Christian educators. This reflective approach not only contributes to their understanding of teaching but also fosters a deeper connection to their future students and teaching practices. The findings underscore the importance of reflective practice as a foundational tool for developing Christian educators.

Keywords: Calling; Christian educators; psal; reflective teaching

Abstrak

Penelitian ini mengeksplorasi proses transformatif calon guru saat mereka menjalani proses transisi menjadi pendidik melalui praktik reflektif. Dengan berfokus pada pengalaman pribadi dan refleksi calon guru, penulisan ini bertujuan untuk memahami bagaimana pengalaman mereka membentuk perkembangan panggilan, kompetensi mengajar, dan pedagogi mereka melalui mata kuliah PSAP (Perencanaan, Strategi, Asesmen, dan Pembelajaran). Dengan menggunakan metode kualitatif, penelitian ini berusaha menyoroti peran refleksi diri dalam meningkatkan kemampuan merancang rencana pelaksanaan pembelajaran, menentukan strategi mengajar, penilaian, dan melaksanakan micro teaching di kelas. Dengan menganalisis laporan refleksi, penelitian ini menyelidiki bagaimana calon guru menyatukan teori dengan praktik, mengidentifikasi area pengembangan, dan pada akhirnya membangun identitas profesional mereka sebagai pendidik Kristen. Pendekatan reflektif ini tidak hanya berkontribusi pada pemahaman mereka tentang pengajaran tetapi juga memperkuat koneksi yang lebih dalam dengan siswa mereka di masa depan dan praktik pengajaran mereka. Temuan ini menyoroti pentingnya praktik reflektif sebagai alat dasar untuk mengembangkan calon-calon pendidik Kristen.

Kata Kunci: Pengajaran reflektif; pendidik Kristen; panggilan;
psap

Introduction

Teaching is a noble vocation, a tremendous calling. To be a teacher is to serve as God's representative in the classroom, shaping students' hearts and minds with biblical values. Teaching from a Christian perspective emphasizes that education is not only about transfer of knowledge but also about guiding students to walk faithfully with God in all aspects of life, integrating faith with learning and character (Van Brummelen, 2009).

According to Vryhof (2011), teacher education plays a crucial role in strengthening the quality of national education in today's global and digital context. With the emergence to meet the expectations of government and society on teachers as well schools as formal learning institution continue to grow. Educators are expected to excel in pedagogy, especially in planning, determining learning strategy, conducting relevant assessments and making learning happen, as well handling challenges both inside and beyond the classroom. In addition, they are entrusted with cultivating a supportive and constructive atmosphere within the school community. Because society is constantly changing, moving quickly, and setting high ethical standards, Christian school leaders should always ask themselves, *"What are we doing? Why are we doing it this way? How could we do it better?"*

Nevertheless, reality shows the opposite, professional teachers find it difficult to have intentional time to think about and plan their lesson plans, including determining learning strategies, types of assessment, and developing instructional designs before they enter the classroom. PSAL Elementary Christian Religion Education is a course designed for prospective teacher students to guide them in preparing focused and gradually guided teaching. This article will explore how students learn PSAL as a course that prepares them to perform the role of a teacher, from the stages of planning learning, determining learning strategies, selecting the appropriate type of assessment, and developing instructional designs. The problem statement of this article is how

reflective practice in PSAL class help student teachers build their experience and identity as Christian teachers? During this process, students are also given the opportunity to participate in PO (Praktikum Observasi), which exposes them to learning the entire process practically from their mentor teachers at school. Then, an analysis of their progress and growth to become teachers will be taken from their reflections. Christian teachers are called to teach reflectively, integrating faith with learning while encouraging students to grow in truth (Palmer, 1998).

Research Method

This study employs a qualitative research methodology within a constructivist and interpretivist paradigm, recognizing that meaning is co-constructed through lived experience and reflection. Qualitative research is especially appropriate for Christian education because it seeks to understand the depth of participants' faith-informed experiences rather than to measure variables in isolation. As Merriam and Tisdell (2016) stated, qualitative inquiry allows researchers to *"understand how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences."* In Christian education, this aligns with the goal of discerning how God is at work in teaching and learning contexts (Smith, 2018).

Within this framework, reflective journals serve as the primary method of data collection. Reflection is a central dimension of Christian pedagogy; it echoes the biblical call to *"examine yourselves"* (2 Cor. 13:5) and to discern God's ongoing work in one's life and vocation. As Van Brummelen (2009) argues, reflection enables teachers and students to *"walk with God in the classroom,"* integrating faith and learning in a way that shapes the heart as well as the mind. Through reflective journaling, participants are invited to explore how their faith informs their practice, relationships, and understanding of teaching as a divine calling.

The reflection journal was completed in the form of a reflection report compiled by each student at the end of the semester (after each student had completed their microteaching practice). The class population consisted of 12 students in their fourth semester of their second year, including 4 male students and 8 female students. Six

samples consisting of 3 male students and 3 female students were taken for analysis and discussion to represent the class in a balanced manner.

Creswell and Poth (2018) noted that teacher students are encouraged to write regularly in response to guiding prompts that address both pedagogical and spiritual dimensions for instance, how classroom practices express Christian values, how challenges shape faith, or how God's presence is perceived in teaching and learning. These journals provide authentic, first-person accounts of participants' growth and transformation, consistent with the qualitative aim of capturing lived experience in context.

The reflective journals are analyzed using hermeneutical approach, it requires the researcher to listen for how participants discern God's truth in their experiences while remaining reflexive about their own assumptions (Van Brummelen, 2012). Hermeneutical approach emphasizes on how to interpret meanings not just facts, therefore reflective journal should not be treated as neutral or objective reports (Van Manen, 2016). Instead, researcher here is engaging in interpretation, not measurement by asking these questions: what meaning is the participant making of this experience? How does the participant interpret God's presence, guidance or truth?

According to Palmer (1998), the use of reflective journals in this way serves a dual purpose: it functions as both a research instrument and a formational practice. As Palmer emphasizes, "*we teach who we are,*" and reflective practice allows teachers and learners to integrate their inner spiritual life with outward pedagogical practice. Thus, reflection becomes both data for understanding and a means of spiritual formation. This approach aligns with the Christian view of education as a redemptive and transformative process, one that cultivates wisdom, faith, and character in the image of Christ (Wolterstorff, 2002).

Theoretical Framework: Planning, Strategy, Assessment, Learning (PSAL)

Learning is an active and dynamic process that goes beyond the simple memorization of facts. Psychologist Kolb (1984) explains that true

learning occurs through the interaction of experience, reflection, and the application of knowledge to new contexts. His experiential learning theory emphasizes that meaningful understanding arises through learning from experience. In addition, Vryhof (2011) explains that students in Christian schools are given chances to demonstrate that they can recognize and truly understand things by acting in ways that show they have truly absorbed new knowledge. Christian education provides learning experiences that are meaningful and connected to real life. People who are vocationally minded challenge existing conditions and work towards Christian solutions that replace unfairness and shortcomings with peace and beauty. Here are some of the steps to learn in PSAL class: planning, strategy, assessment and learning.

Planning

According to Van Brummelen (2009), knowledge involves more than intellectual understanding and analysis. Knowledge must result in responsible responses and actions. Also, Van Brummelen (2009) said that the important focus in teaching is the understanding, perspective, and wisdom that we want students to gain. Graham (2003) states that "when you start thinking about making a change, you will probably run into some obstacles. These challenges can come from inside or outside of yourselves, and it is important to find as many as you can so you can address them. These barriers might hold you back, make you adjust your plan, push you to change your schedule, and more. However, you can get through them. If your plan is meaningful, you should want to do that." Christian teachers have the opportunity to develop teaching strategies that bring the classroom alive as an arena of faith and life-growth (Dickens et al., 2017).

Graham (2003) states that since we attend to our current needs and expend our energy toward what will meet those needs, the first important step in planning a lesson for a teacher is to figure out how to let the students understand why they need to learn the subject being taught. A planning wheel can be used to aid the process of developing activities and assessments using the six facets of understanding (explanation, interpretation, application, perspective, empathy and self-knowledge). According to Wiggins and McTighe (2005), in qualitative method, reflective journals often reveal the 2nd, 4th and 6th facet of

understanding which are interpretation, perspective and self-knowledge. These facets justify treating journals as texts for interpretation, not as factual reports—supporting a hermeneutical approach.

Learning Strategy

Paskarina (2021) states that *“In learning process, PAK teachers in their multifunctional role need to apply contextual learning strategies so that teaching and learning activities can take place in a systematic, directed, unobstructed, effective and efficient manner and can achieve educational targets.”* Learners often feel creative tension in different ways. Helping them understand why something is important before it is taught can help create the right kind of tension. Lawrence Richards refers to this as the 'hook,' which pulls the learners in and gets them engaged, while also establishing the focus of the learning process (Graham, 2003).

According to Graham (2003), Jesus did not often teach his disciples by giving them direct lessons or lectures. Instead, he used real-life situations and let his followers get involved in those problems before they even knew how to handle them. This involvement was actually a key part of how they learned. Van Dyke (2012) states that collaborative classrooms create a safe, welcoming and supportive environment where both teachers and students can feel secure and work together. Unlike classrooms that focus on individual competition, they reduce feelings of fear: fear of failure, fear of the teacher, fear of one another: *“love drives out fear”* (1 John 4:18).

Assessment

According to Van Brummelen (2009), assessment allows teachers to check how well the curriculum, teaching methods, and learning activities are working. Since it is an integral part of the instructional process, assessment requires continuity. This will help students be more willing to listen to lessons and teachers to be more willing to listen when they plan and teach. Graham (2003) states that assessment in real-life situations is usually more meaningful than evaluating it in typical school settings. Learning that takes place in real-world contexts offers a better way to measure understanding and should be seen as a valuable form of evaluation, not just a way to get a grade. Assessment activities should not be seen as the end of the process, but rather as an important part of it

that happens throughout the learning process. They should also guide the selection of learning activities before they are chosen (Dickens et al., 2017). Learning

Christian teachers are called to plan learning that connects faith and knowledge through strategies that encourage reflection, service, and transformation (Moore, 1998). Moreover, Gulo & Tapilaha (2024) states that Christian Religious Education learning should cultivate both spiritual depth and critical engagement, enabling students to discern truth faithfully in digital contexts. Therefore, Christian learning is not value-neutral; it intentionally guides students to respond faithfully to God in their understanding of the world (Van Brummelen, 2009).

Christian learning is understood as a transformative and faith-integrated process in which knowledge, spirituality, and character formation are intentionally nurtured through pedagogical strategies, teacher guidance, and contextual engagement (Van Brummelen, 2009; Smith, 2018; Gulo & Tapilaha, 2024). Based on the above understanding, reflection journal as means for doing reflective approach in learning, can help teachers to achieve the goals of Christian learning.

Students' Learning Process in PSAL

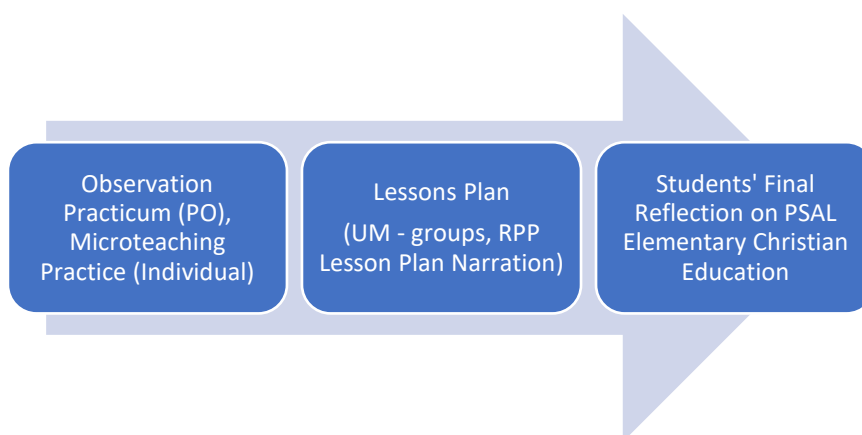
Teaching skills are a gift from God to humans who are created in His image. Teaching is a spiritual gift from the Holy Spirit that needs to be developed to build a community of shalom as an accountability to God. Learning aims to bring about changes in spiritual, cognitive, affective, and psychomotor aspects in faith in Christ. The components of learning include planning, strategy, and assessment as efforts to develop human intellect (students) comprehensively. Learning must be carried out continuously, always remembering humanity's struggle with sin in living a life of sanctification as believers.

PSAL Course Design

This course helps students improve their knowledge and develop skills in teaching PAK/Biblical Studies for elementary school education based on a Christian perspective. In this course, students will learn about lesson planning, learning strategies or methods, developing relevant

assessments, elementary school microteaching, and developing learning media/resources. The assignment is to create lesson plans, materials, and microteaching aims to deepen the concepts that students have learned. This course is taken after studying introductory courses in Christian education, learning communities, instructional design concepts and applications, learning assessment, curriculum evaluation and development, student development, and learning and teaching. This course description was taken from RPS (Rencana Pembelajaran Semester) of PSAL (Planning, Assessment, Strategy and Learning).

The PSAL Elementary Christian Religion Education course consists of a total of 16 meetings, which include various activities ranging from emphasizing the importance of planning, determining the right learning strategy, choosing the proper type of assessment that can achieve learning objectives, and finally actualizing a holistic learning process in micro teaching practice.



Unit Mapping and Lesson Plan (RPP)

Students will collaboratively (in groups) compile unit mapping in accordance with the competencies provided by the lecturer. In this assignment, students will also conduct peer assessments based on their collaboration process. All grading of Unit Mapping (UM) will be based on the provided rubrics with the following grading indicators: identity, enduring understanding, essential questions, graduate profile, learning objectives, assessment, instructional design, learning strategy, and references.

Then students individually develop lesson plans from the unit mapping that have been compiled together with their groups after first selecting the topics (under the group unit mapping) that form the basis for the lesson plan development. All grading of Rencana Pelaksanaan Pembelajaran (RPP) will be based on the provided rubric with the following indicators: biblical Christian worldview, summative assessment, enduring understanding and essential questions, learning outcomes, time allocation, procedure and instructional design, formative assessment, and references.

Micro Teaching

After the planning stage is complete, students prepare themselves to practice their teaching skills in microteaching sessions. At the elementary school level, each student teacher is given the opportunity to conduct a 30-35 minute teaching simulation. All grading of micro teaching will be based on the provided rubric with the following indicators: Biblical Christian worldview, opening part, learning strategy and method, concept/content knowledge, asking questions and checking students' understanding, teaching aids and media, class management, communication skills, and closing part.

Observation Practicum

Students are given the opportunity to participate in observation practicums for the period of one week, where they are assigned to schools to observe various classes and learn from their mentors on how to make planning and how to teach at school. After this practicum, students are required to arrange an observation report in which they will report in detail on what the findings they gathered in the classes they observed.

Students' Reflection on Process

The objective of Reflection is so that students can describe, reflect on, and rationalize PSAL learning process during one semester. Here are some guiding questions: 1. How do you analyze the learning planning activities you have carried out? Are there any inconsistencies between the learning objectives, assessment, and learning strategies you have used? 2. How do you analyze your assessment plan? Is it feasible and

appropriate for achieving your planned objectives? 3. How does the microteaching you conducted reflect your beliefs and goals as a Christian educator? 4. How can the digital-based learning media you created facilitate students? 5. How can you analyze and evaluate your growth process during PSAP learning? What are your strengths and what do you still need to improve in your next microteaching activity? 6. What are your next steps in preparing yourself as a Christian educator after participating in the PSAP learning process? All grading of reflection process will be based on the provided rubric with the following indicators: personal growth, rationale of topic, rationale of learning strategy/method, rationale of assessment type, understanding of the role as Christian educators, the use of teaching aids/media, future follow up, and writing standard.

Analysis: Teacher Student Reflection

There are 6 students' reflection journals which are going to be analyzed, in which some significant growths of improvement are found. Here are the results and analysis points.

Table 1. Student's Reflection on PSAL

Students	Reflections
A	During the PSAP learning process, I experienced a deep reflective process on my role as a prospective educator. I become increasingly aware that the task of educating is not only about how to deliver material, but how to shape students as to have obedient hearts and live for God.
B	Participating in PSAL class learning activities provided an experience that was not only intellectually challenging, but also transformative in shaping my perspective as a Christian student teacher. During this learning process, I learned not only to understand pedagogical concepts, but also required to apply those concepts directly in the real classroom context. This gave me the opportunity to

	observe, experience, and reevaluate actual teaching practices.
C	During my participation in PSAL class, I gained new knowledge that help me to prepare as to become a Christian teacher who is capable of planning appropriate lessons.
D	Participating in microteaching activities in the Christian Education PSAL Elementary Christian Religion Education with the topic "David Chosen by God as the Next King" was a very meaningful experience for me. This experience has enhanced my growth process as a prospective Christian educator. Through this activity, I can excel my pedagogical skills, as well also deepen my understanding of the important part that Christian teachers play in developing the full personality of students, covering their thinking, feelings, and beliefs.
E	This class provided me learning process that greatly improved my ability as a teacher. This class also gave me the awareness that I must be prepared as student teacher. From the first meeting of this course to the time I did my microteaching, I finally realized many things that I had gained, learned, and done in this class.
F	During this PSAL Elementary Christian Religion Education class, I realized that being a teacher, especially a Christian teacher who teaches Christian religious studies, is not an easy job. Being a teacher is not only about how a teacher can teach in front of the class, but also how to harmonize all the elements contained in the Lesson Plan (RPP) and Unit Mapping (UM). Especially for a Christian religion teacher, in addition to harmonizing the elements in the RPP and UM, they must also be able to create lessons that enable students to get to know God better.

From the above reflections table, we can see that teacher students experience transformation along the period of PSAL course activities. First, in spiritual and transformative growth, we can see that all students experienced spiritual reflection and transformation, recognizing that teaching, especially in a Christian context is more than academic instruction. They also emphasize that education involves shaping students' character, hearts, and relationship with God.

Second, on the awareness of the Christian Teacher's Role, each reflection reveals a growing awareness that being a Christian teacher means serving as God's instrument in guiding students spiritually, morally, and intellectually. They acknowledge the teacher's role in integrating faith with learning.

Thirdly, integration of Theory and Practice. Students highlight how class activities (such as microteaching or PSAL learning) helped them apply pedagogical theories in practical classroom contexts. As well this hands-on experience allowed them to connect conceptual understanding with real teaching practice.

Fourthly, on Professional and Pedagogical Development. Almost all reflection notes on growth in teaching skills, including lesson planning, classroom management, and designing faith-based lessons. All of them demonstrate increased competence and readiness to teach.

Fifth, reflective understanding of teaching complexity, most of the teacher students recognize that teaching is a complex calling, requiring careful planning (RPP, Unit Mapping), creativity, and alignment between faith and pedagogy. They see teaching as both a profession and a ministry.

Dickens et al. (2017) noted that reflecting is aimed at transforming thought and behavior. Reflective response requires self-awareness, wisdom, and action. Key questions include: How do I know? Why do I think/act the way that I do? Learning is more than just doing something. It also involves thinking about what you're learning and understanding its significance. In a biblical way of learning, both participating actively and taking time to think deeply are important (Graham, 2003).

Implications for the future

As a follow up action or commitments, students were also asked to state their future plan or action plan in the reflective journals, on how to improve their learning and teaching preparation ahead.

Student A

As a prospective Christian teacher, I am committed to continuing to equip myself and develop my teaching skills so that I can become a professional teacher and preach the gospel through my teaching. In preparing myself to be an exemplary teacher for students, I will read more books, practice communicating in a simpler and more understandable way, and be open to receiving feedback from others. Thorough preparation will help me better create an engaging classroom atmosphere and rely on Christ in every lesson. I also realize that God leads me to continue learning to obey Christ's commands so that my teaching strategies remain true to Him and relevant to the needs of the times. I believe that the calling to be a Christian teacher is a calling from God and requires readiness, sincerity, and a life of example for the students. Thus, I realize that obeying Christ's commands and proclaiming the truth of the Gospel to children can only be done through God's guidance.

Student B

The follow-up action I will take as a Christian teacher candidate is to continue to bring about healthy growth in students' spiritual lives, and to bring students closer to and more familiar with God, becoming a holistic Christian educator who brings about transformation. I am committed to continuing to deepen my understanding of the Bible and Christian educational principles through personal study, discussion, community, and participation in spiritual activities. Spiritually, I realize the importance of building a close relationship with God so that I can teach with a heart full of love, not just with knowledge alone. I want to be a teacher who not only transfers knowledge but also transforms the way students think and live through service and example to Christ. I will continue to pray, learn, grow, and live out Christian values in all aspects of life, because I believe that education is God's means of bringing renewal to the world.

Student C

My follow-up action is that I am committed to studying more diligently in pedagogy and content courses and reviewing independently what I have learned. Additionally, I need to apply what I have learned in real-world contexts, such as teaching practice, Sunday school, and various practical experiences, so that I can further hone my teaching skills. To carry out these follow-up actions, I need God's help because I cannot do it on my own. God is the source of strength that always helps me prepare and shape myself to become a Christian teacher according to God's will.

Student D

From this whole experience, I realized that microteaching is not just a technical teaching exercise, but also a process of spiritual and professional formation. As an action plan, I am committed to continuing to develop creative and contextual learning methods. I am also learning more about good approaches to students, deepening my personal relationship with Christ as the foundation of my ministry, and providing teaching that builds students' lives holistically.

Student E

I will continue to learn and strive to pass each stage of my study because I already know that being a teacher is not easy. I will be more enthusiastic and serious in learning step by step so that I can achieve my goal of becoming a Christian teacher in accordance with God's Word.

Student F

Despite experiencing sense of fear during the PSAP SD class and during the microteaching preparation, I experienced growth in the process. I conducted more independent literature studies related to the material and the characteristics of fifth-grade elementary school classes. I am typically someone who speaks very quickly, but during yesterday's microteaching session, I was able to adjust and control my pace, although there were still some parts where I lost control. I hope that through this course, I can further deepen my calling as a teacher, continue to seek God's help, and become more diligent in my studies.

From the above statements, we can see that all six students express a strong commitment to continuous learning and self-improvement. This includes developing pedagogical skills, studying educational content, and refining teaching practices through experience and reflection. We can see this as their commitment to ongoing growth as Christian teachers.

Second, as a form of recognition of teaching as a Divine calling, each reflection frames teaching not merely as a profession but as a calling from God. Students consistently acknowledge that becoming a Christian teacher requires obedience to Christ, sincerity of heart, and dependence on God's guidance.

Third, all students emphasize the integration of spiritual formation with teaching practice. Teaching is seen as a means of proclaiming the Gospel, shaping students holistically, and serving God through education. Here we can see that teacher students are doing integration between faith and pedagogy.

Fourth, every reflection highlights reliance on God—through prayer, obedience, or spiritual growth—as essential for fulfilling their role as future Christian educators. Teaching is understood as impossible without God's help and empowerment. Dependence on God in teaching process is essential for Christian teachers.

Fifth, teacher students also show their reflective awareness of personal strengths and limitations. Each student demonstrates reflective awareness, acknowledging areas that need improvement (e.g., communication skills, fear, readiness, knowledge depth) and expressing willingness to grow through learning and feedback.

The learning experience in the PSAL Elementary Christian Religion Education course provides spaces for students to engage in dialogue during learning and provides opportunities for the development of prospective teachers' competencies. Through the PSAL course design, which combines conceptual learning (theoretical) learning, field observations during teaching practice, group discussions, presentations, and various knowledge to teachers through field observation practices, it is evident that prospective teachers not only learn the principles of teaching but also experience reflective learning that shapes a new

perspective on their calling and the teaching profession as servants in the educational community.

Across all reflections, students share a common realization that becoming a Christian teacher involves a holistic process of spiritual formation, professional preparation, and reflective practice, uniting pedagogical skill with faith-based purpose in serving God through education. We can see that teacher students experience transformation and improvement along the period of PSAL course activities by emphasizing that education involves shaping students' character, hearts, and relationship with God. At this point, we can figure out that reflective practice in PSAL class through arrangement of reflective journals help student teachers build their experience and identity as Christian teachers. Overall, the reflective journals demonstrate a shared trajectory of formation—spiritually, professionally, and pedagogically—while revealing individual differences in emphasis, experience, and maturity. Together, they illustrate that becoming a Christian teacher is a holistic and contextual journey, shaped by personal strengths, challenges, and God's ongoing work in each student's life.

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