Taslim, et al.

Multidisciplinary Approaches to Research: Volume 2

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FOREWORD

This book entitled "Multidisclipinary to research: Volume 2" is an sequal international book chapter "Multidisclipinary to research: Volume 1". This book contains about several sub-themes categorized into education, social sciences, and technology. The sub-themes as the elaboration of the theme are (1) Business Administration, (2) Human Resources Management, (3) Public Policy, (4) Public Administration, (5) Marketing, (6) Politics, (7) Political Marketing, (8) Educational Technology, (9) Accounting, (10) Economics, (11) Communication, (12) Creative Industry, (13) Language Teaching and Evaluation, (14) And Applied Linguistics.

This book is a collaboration book from some authors from overseas. The authors comes from Universitas Negeri Makassar, Universitas Muhammadiyah Sidenreng Rappang, Universitas Al-Asyariah Mandar, Universitas Siliwangi, IAIN Madura, IAIN Lhokseumawe, Yayasan Pattola Palallo, Indonesian Education Share to Care Volunteers, Christ College Autonomous – Irinjalakuda – India, University of Kufa– Iraq, University of Sinop – Turkey, Beni Suef University – Egypt, Baron Consulting – Australia, University of Granada – Spain, University of Malakand Khyber Pakhtunkhwa – Pakistan, Nueva Ecija University– Phillipines, The Educational Supervision Team Support Department atNorth Sharqia Education, School of Holistic Development, MIT Art, Design and Technology University–India, University of Lisbon–Portugal, dan Global Education Network – Italy.

Finally, we would like to thank all the writer who have made the book a success. This book hopely can give some informations about the result of reseach in some study fields. This book can be used as the references for teachers, researchers, students, etc. This book can be online accesed by the readers.

Makassar,   January 2023

WRITERS

TABLE OF CONTENTS

Conducting Market Classroom Activities to Improve Students` Speaking Ability and Interaction

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ABSTRAK

The objectives of this research were to find out to find out whether or not conducting market classroom activities can improve students' speaking ability and interaction for the eleventh grade of SMKN 1 Pinrang.

This research employed Pre-experimental method that applied monolingual class. The population of this research was the eleventh grade students. There were 396 students spread in 12 classes of 5 departements (XI.AP.Unggulan, XI.AP.1, XI.AP.2, XI.AP.3, XI.AK.Unggulan, XI.AK.1, XI.AK.2, XI.AK.3, XI.MM.Unggulan, XI.MM1, XI.BS.1 and XI.PM.1) and each class consist appropriately 30-35 students. The researcher took cluster random sampling technique and chose XI.AP.1 as the representative and the number of total sample is 34 students. The data of the research were collected by speaking test. Speaking test was used to obtain data of the students' speaking ability by conducting Market Classroom Activities.

The result of data analysis showed that there was significant difference between the students' score after they were taught by conducting Market Classroom Activities and before they were taught by conducting Market Classroom Activities. It was proved by the mean score of the post-test which was higher than the mean score of pre-test (69,97>47,73). Furthermore, the result of the p-value was lower than α (0.000<0.05) which means that H1 was accepted. Based on data analysis, the research concluded that conducting Market Classroom Activities can improve students speaking ability..

Keywords: Market Classroom Activities

Introduction

Speaking is important for students to practice their capability and their understanding, with speaking students able to convey their idea. We use speaking to give interactions or to get things done. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes. In this case the students' motivation and interest are very needed.

Most students of senior high school has a low interest, especially in speaking ability . They seem to be uninterested. They think it is difficult and make them bored. Besides, the situations of their social are not supporting. This makes the result of English teaching learning process becomes poor. Generally in speaking class, students always feel afraid in expressing their ideas, suggestion or their feeling. They are afraid to be laughed at if they make mistakes in their speaking. Most of students are still clumsy in speaking, they just speak when the teacher ask them. Although this was the second years for them to learn English at senior high school, but they were still unable to use English in interacting with their teacher in the classroom. It means that to make the students have strong interest in teaching and learning process especially in learning speaking ability, the teacher should take the best approach, method, and strategies. Teachers can use media in teaching of English language. Methods are used to help the students for speaking to make interaction between teacher and students.

According to Grauberg (1997:201) "Teaching should therefore help them to achieve that goal to the best of their ability". It means that the teacher can use some methods in teaching and learning process to help students` understanding about the material explained. In applying method, the teachers have to prepare many things like; teaching material, classroom management, and many others aspect because using inappropriate technique can make the students get difficulty in understanding the teacher`s explanation and it means that the teacher may fail in teaching them.

For more effective and better teaching, teacher should create a comfort in the classroom so that students' learning activities can controlled as well. Conducting market classroom activities is one of

alternative that use to attrach students motivation to follow the teaching and learning process especially in teaching speaking ability because in this situation, students will more active and can make interaction with other.

Based on the reasons above, conducting market classroom activities is use as an alternative to motivate students in learning speaking ability that give many advantages for teacher and the students. The researcher was conducted the research under the title "conducting market classroom activities to improve student's speaking ability and interaction for the eleventh grade of SMKN 1 Pinrang".

Methods
Population and Sample

The population of this research was the eleventh grade students of SMKN 1 Pinrang in academic year 2015/2016. There were 12 classes of 5 departements (XI.AP.Unggulan, XI.AP.1, XI.AP.2, XI.AP.3, XI.AK.Unggulan, XI.AK.1, XI.AK.2, XI.AK.3, XI.MM.Unggulan, XI.MM1, XI.BS.1 and XI.PM.1). each class consist appropriately 30-35 students. Therefore, the number of population was 396 students.

In sampling process, the researcher used random sampling because the researcher considered that the populations were heterogenic members. In addition, the numbers of students in the eleventh grade students of SMKN 1 Pinrang were too large. This sample of this research only took 1 class XI.AP.1 as pre-experimental class with 34 students.

Instrument of the Research

The researcher used speaking test as instrument in collecting data. The function of this test is to know the students' ability in speaking to analyzee its accuracy, fluency and comprehensibility.

Procedure of Collecting Data

Procedure of collecting data was divided into two stages, namely pre-test and post-test.
1. **Pre-test**

Before giving treatment, the researcher gave speaking test to the students in some questions. The pre-test was done for 90 minutes.

2. **Post-test**

After doing the treatment, the researcher gave a posttest. The researcher applied posttest to point out students' achievement in speaking ability by using same question in pretest. The post-test was done for 90 minutes.

Treatment

The researcher gives treatment to the students. The researcher only took one class. The class was given the treatment by conducting market classroom activities.

The treatment conducted after pre-test given in the classroom. The procedure of giving treatment as follow :

a. The researher would give explanation about market classroom activities.
b. The researcher would divide students into some groups.
c. The researcher would give the role for students, some as seller and other as buyer.
d. Prepare the equipment needed, such as something that want to sell.
e. Give opportunities for students to demonstrate the simulation in the classroom.
f. The researcher would give assessment accordance with the ability of each students.

The researcher would give role or simulation for students based on situation. There were four situations namely : Traditional Market, Super Market, Mall, and Street Vendors.

a) The first meeting

The researcher would inroduced the material to the students based on situation. The material was the simulation of market classroom activities for the situation of selling in traditional market. The researcher giving role for every students and then they practice in the class.

b) The second meeting

The researcher would inroduced the material to the students based on situation. The material was the simulation of market classroom activities for the situation of selling in super market. The researcher giving role for every students and then they practice in the class.

c) The third meeting

The researcher would inroduced the material to the students based on situation. The material was the simulation of market classroom activities for the situation of selling in Mall. The researcher giving role for every students and then they practice in the class.

d) The fourth meeting

The researcher would inroduce the material to the students based on situation. The material was the simulation of market classroom activities for the situation of selling as street vendors. The researcher giving role for every students and then they practice in the class.

Results
Findings
1   Pretest and Postest

The raw scores of students' speaking obtained through speaking test were tabulated emphasizing the three components namely, accuracy, fluency and comprehensibility.

Before and after giving a test, the researcher analyzed the students' score of one class (pre-test and post-test). The scoring classification of the students score is presented in table:

Table 1.

The classification of scoring students' pre-test and post-test

No.	Qualification	Score	Pretest		Postest	
			F	%	F	%
1	Very good	86 – 100	0	0	3	9
2	Good	71 – 85	1	3	13	38
3	Fair	56 – 70	10	29	17	50
4	Poor	41 – 55	11	32	1	3

5	Very poor	< 40	12	35	0	0
	Total		**34**	**100**	**34**	**100**

Table 1. shows that the students' score in test result for monolingual class (pre-test) most of them are in very poor category, 1 (3%) students are classified into good, 10 (29%) students are classified into fair, 11(32%) students are classified into poor and 12 (35%) students are classified into very poor. There are not any students classified into very good. While test result for monolingual class (post-test) most of them are in fair category, 3 (9%) student is classified into very good, 13 (38%) student are classified into good, 17 (50%) students are classified into fair and 1 (3%) students are classified into poor. There is no students' score classified into very poor category. It means that the students ability in speaking had been improve because most of the students score is increase. It shows that the students speaking ability is higher after learning English by conducting market classroom activities.

2 Scoring Classification of the Students' Pre-test and Post-test in 3 Components in Speaking Score

In the tables below, the researcher presented the students' pretest and posttest frequency for monolingual class in three components.
a. Students' Accuracy in Pre-test and Post-test

The frequency score and the percentage of students' accuracy in pre-test and post-test can be seen in the following table

Table 2 .

The score of accuracy in speaking both pre-test and post-test

No.	Qualification	Score	Pretest		Postest	
			F	%	F	%
1	Very good	86 – 100	0	0	0	0
2	Good	71 – 85	2	6	15	44

No	Qualification	Score	Pretest F	%	Posttest F	%
3	Fair	56 – 70	5	15	9	26
4	Poor	41 – 55	15	44	9	26
5	Very poor	< 40	6	18	1	3
	Total		**6**	**18**	**0**	**0**

The table 2. above shows that there was significant improvement of students' accuracy after giving treatment. It was proved in post-test, 15 students (44%) were in very good classification, 9 students (26%) were in good classification, 9 students (26%) were in average classification and 1 student (3%) in poor classification. While in pre-test, most of them were classified into average classification. 2 students (6%) were in very good classification, 5 students (15%) were in good classification, 15 students (44%) were in average classification, 6 students (18%) were in poor classification and 6 students (18%) were in very poor classification.

b. Students' Fluency in Pre-test and Post-test

The frequency score and the percentage of students' accuracy in pre-test and post-test can be seen in the following table

Table 3.
The score of fluency in speaking both pre-test and post-test

No.	Qualification	Score	Pretest		Posttest	
			F	%	F	%
1	Very good	86 – 100	0	0	0	0
2	Good	71 – 85	5	15	5	15
3	Fair	56 – 70	9	26	9	26
4	Poor	41 – 55	7	21	7	21
5	Very poor	< 40	6	18	6	18
	Total		**7**	**21**	**7**	**21**

The table 3. above shows that there was significant improvement of students' fluency after giving treatment. It was proved in post-test,

2 students (6%) were in excellent classification, 12 students (35%) were in very good classification, 11 students (32%) were in good classification and 9 students (26%) in average classification. While in pre-test, most of them were classified into good classification. 5 students (15%) were in very good classification, 9 students (26%) were in good classification, 7 students (21%) were in average classification, 6 students (18%) were in poor classification and 7 students (21%) were in very poor classification.

c. Students' Comprehensibility in Pre-test and Post-test

The frequency score and the percentage of students' comprehensibility in pre-test and post-test can be seen in the following table.

Table 4.

The score of comprehensibility in speaking both pre-test and post-test

No.	Qualification	Score	Pretest		Posttest	
			F	%	F	%
1	Very good	86 – 100	0	0	0	0
2	Good	71 – 85	5	15	5	15
3	Fair	56 – 70	7	21	7	21
4	Poor	41 – 55	8	24	8	24
5	Very poor	< 40	7	21	7	21
	Total		**7**	**21**	**7**	**21**

The table 4. above shows that there was significant improvement of students' comprehensibility after giving treatment. It was proved in post-test, 15 students (44%) were in very good classification, 12 students (35%) were in good classification, and 7 students (21%) were average classification. While in pre-test, most of them were classified into average classification. 5 students (15%) were in very good classification, 7 students (21%) were in good classification, 7 students (21%) in poor classification and 7 students (21%) were in very poor classification.

3 Mean Score and Standard Deviation

The mean score of test class XI.AP.1 in pre-test and post-test is significantly different. The findings of test are presented in the following table.

Table 5.
The mean score and standard deviation of the students' test

Class XI.AP.1	Mean Score	Standard Deviation
PRE-TEST	47,73	12,24
POST-TEST	69,97	7,08

Based on the table above show that the mean score of class XI.AP.1 pre-test and post-test is different. The mean score of pre-test, 47,73 is categorized as poor category and post-test, 69,97 is categorized as good category. The mean score of post-test is higher than pre-test (69,97>47,73). The standard deviation of pre-test is 12,24 and standard deviation of post-test is 7,08. It means there is a significant different between students' pre-test and post-test.

4 Probably Value (P-Value)

In order to know whether or not the mean difference between pre-test and post-test is statically significant at the level of significant 5% (0.05), degree of freedom (n1 – 1) 33, the result of calculation is shown as follow:

Table 6.
The p-value of the students' test

Variable	A	p-value
Speaking test	0,05	0,000

Based on the students result obtained and stated in findings above, the researcher used paired samples t-test in inferential statistic through SPPSS 21.0 to test hypothesis. In pre-test and post-test the p-value was lower than α (0,000 <0,05). This means that H_0 is rejected and H_1 is accepted, on significant level of α.05. it means that teaching speaking through conducting market classroom activities has the good effect to the students' speaking ability.

Hypothesis

Based on the students result obtained and stated in finding above, the researcher used paired sample t-test in inferential statistic through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than α (0.000<0.05) which means that H1 was accepted and H0 was rejected. It means that teaching speaking by conducting market classroom activities can improve students speaking ability.

Discussions

Based on data above, it showed that the applied of market classroom activities can improve students' speaking ability of *SMKN 1 Pinrang*. The description of the data collected through the test as explain in the previous section showed that the students' ability in speaking improve significantly. It is supported by the mean score of the students' test in class XI.AP.1 (post-test). The mean score of post-test is 69.97 higher than pre-test score is 47.73. The data in previous section showed that conducting market classroom activities in teaching speaking ability is more effective than did not use it. It is supported by the difference mean score of pre-test and post-test.

In the other side, based on the result of data analysis in table 4.3 in test of significance, the researcher found that the p-value was lower than α (0.000<0.05). This means that H_0 is rejected and H_1 is accepted, on significant level of α.05. It showed that teaching speaking through market classroom activities has the good effect to the students' speaking ability.

This result support the statement Ladouse (1991: 23) "speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently". It means that speaking as the way of communication influences our individual life strongly.

According to William Boletta (1992 : 53) The major goal or English learning is to enable students to communicate with other people by using English language being learned. The communication here means

to talk other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message. Market classroom activities can be used as a alternative in speaking activity in the class. It is expected that student will came into comfortable and enjoyable situation which they can actively interact with their friends using the target language without worrying making mistakes.

This research data indicate that conducting market classroom activities significantly improve students' speaking ability. Conducting market classroom acrivities in speaking process give better effect for students than use of conventional technique. This result goes in line with what Daiga Kamerade (2010) in his research stated that group role play, indeed, provides opportunities for and encourages students to engage in communication with each other. Moreover, students also perceive that it is informative, aids their understanding and helps them to relate theory to practice. It is proven that the students speaking score taught through role play is better than before. This result answered the research question that the use of conducting market classroom activities improve students' ability in speaking and make students more interest in speaking. Based on the students' result obtained and state in findings above, the rearcher use p-value in inferential statistic through SPSS version 21.0 program to test the hypothesis. In other words, there is an improvement on the students' speaking ability after conducting market classroom activities in the eleventh grade students of *SMKN 1 Pinrang.*

Acknowledgements

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Integration of Drama Techniques Inside the Classroom

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Introduction

Drama, as a new milieu of teaching and learning EFL, has emerged as a powerful mode to enable learners to use the foreign language efficiently. It helps to involve students in the learning process as they become active participants. Moreover, it provides involvement for both teachers and students in the learning process. Drama allows the student to express his/her individuality and brings to life the cultural context of the foreign language. Drama techniques impact individuals' awareness of their knowledge, skills and experiences and enable them to apply these skills in their courses by making students more active in their courses and in solving problems by using new knowledge.

Drama is viewed as an effective strategy for increasing learner engagement since it makes learning more challenging, relevant, and fun. According to Peter (2003), drama enables students to establish a supportive learning environment that focuses on the students' qualities and experiences, allowing them to comprehend difficult content. Furthermore, drama tends to engage the entire group rather than just individuals, allowing all students to actively participate in classes through self-study and group projects. As a result, students become more aware of potential difficulties, produce ideas, and recognise that they can find alternate answers to problems. As a result of adopting various drama techniques, students are able to learn intellectually, socially, and developmentally.

The Nature of Drama

Drama can be used to help students work on academic subjects and achieve educational goals. It is a type of play that promotes learning through enjoyment and fun. It provides a secure environment in which to test a variety of ideas and behaviours. Drama is introduced as a human process that uses fictional journeys to transform imaginative thoughts into actions. It is based on a sort of internal empathy and identification that leads to external impersonation. Furthermore, it is the ability to act by imagining oneself to be someone or something else. It provides students with the opportunity to travel through time and space.

Drama, according to Zero (2014) provides a memorable learning experience because it promotes cooperative learning, fosters a sense of belonging and togetherness, boosts learners' self-esteem and motivation, and encourages them to express a variety of emotions. As a result, drama is seen as a holistic experience with both individual and collective elements. Drama also increases communication ability and fluency by providing a context for language acquisition and application. To be more precise, drama can be used to educate cultural elements, customs, and etiquette, as well as critical thinking and problem-solving skills. Furthermore, drama is appropriate for multiple intelligences and learning styles, and learners create their own language in drama, resulting in a personalised language that is relevant for communication.

Drama Techniques

Drama techniques are part of a new trend that highlights each person's uniqueness and is based on the notion of learning through experience. Teachers can employ the strategies to achieve a variety of goals because they have a significant positive impact on literacy development, academic achievement, and social interaction. They are a collection of instructional exercises designed to encourage all students to be more active and imaginative. These strategies give students fresh experiences and allow them to participate actively in a variety of drama settings. Learners develop the ability to construct a unique environment in which they can explore, experiment, and express themselves, their attitudes, and emotions, resulting in a positive sense of self-confidence. As they have more experiences that allow them to form new relationships and communicate with their environment, participants feel safe and develop their abilities. Learners become fully involved and apply what they have learned to their everyday lives when drama techniques are used (Svabova, 2017).

The employment of drama techniques in the classroom, according to San (1990), initiates a process of reconstruction and reevaluation of students' knowledge. The process entails analysing the

notions that have been learnt and giving them new meanings. To accomplish spontaneous learning, students might review their previous experiences. As a result, they use their own feelings, imagination, imaginative thinking abilities, ideals, and even dreams to help them learn. Drama techniques are based on a process-oriented approach because they use a variety of structures to engage students' imaginations while exploring content area curricula, texts, relationships, and challenges (Schneider, Crumpler, & Rogers, 2006).

Drama techniques do not always imply acting in front of an audience on a stage, but rather activities that allow pupils to express their own personalities, sentiments, and ideas. Students adapt the language to a specific goal, such as a song, a role play, a simulation, or a discussion. They apply, utilize, and construct their language in a context, in a genuine scenario, as it occurs in everyday life (Torrico, 2015).

Characteristics of Drama Techniques

Since drama techniques are used to expand the information and experience process emotionally, there have been various positive feedback reports on them. They address all areas of the students' personalities and draw their attention to them. Furthermore, students are able to imitate a variety of communication styles as well as a variety of social roles. They are attributed to promote self-confidence and self-trust by showing an interest in collaboration and participation (Svabova, 2017). He added that drama techniques are distinguished by five key characteristics:

- **Communication**: Students can communicate effectively in new situations and respond to questions.
- **Interpretation**: Students learn to analyse, assess, and present their perception of the situation.
- **Imagination**: Students design a series of activities in an imaginary environment with imaginary objects and partners. This enables learners to use their creativity.

- **Empathy**: Students are able to recognize different roles in different situations, express their emotions, and grow their emotional side.
- **Sociability**: Students improve their ability to collaborate inside groups.

While Ustundag (1997) identified the following common criteria in the use of various drama techniques:

- **Play**: When students use their language to play and have fun, they are able to grasp it.
- **Promoting social aspects**: By practising new scenarios and experiences, learners develop the qualities that make them good community members.
- **Creative problem-solving**: Students collaborate to find solutions to the problems they face.
- **Presentation**: Learners may desire to perform in front of an audience at times.

Goals of using drama techniques

According to Bowell & Heap, (2010), there are various goals of using drama techniques:

- They are used to improve awareness of teacher-student relationships and to promote teacher-student interaction skills.
- In educational settings, they improve understanding of human behaviour, motivation, and variety.
- They can be utilized to improve the quality of learning and life, as well as to broaden the human being's viewpoint and deal with challenging situations.

Purposes of using drama techniques

Drama techniques are used by both teachers and students for a variety of goals. Ustundag (1997) outlined the following reasons:
1. Providing chances to work together for shared goals.
2. Increasing the diversity and quality of language usage.

3. Critical evaluation of students' own work.
4. Dealing with socially relevant issues and challenges.
5. Improving one's ability to select and choose a topic as well as how to form it.

Benefits of using drama in Language Classrooms

There are numerous advantages to employing drama techniques in language courses. According to Desialova (2009), some of these advantages include:
1. They provide opportunities for learners to utilize the language in genuine communication and real life situations.
2. They make language learning a fun and engaging experience.
3. They boost learners' confidence and self-esteem by allowing them to use the language in natural situations.
4. They allow students to experience the real world in the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content).
5. They provide opportunities for students to practise their language skills through play, make-believe, and meaningful engagement.
6. They use direct experience to make learning materials memorable and use diverse learning approaches to alter emotions.
7. Students use all of the proper channels (sight, hearing, and physical bodies) for active participation in language learning when dramatising.
8. They stimulate learners' intellect and imagination.
9. They develop students' ability to empathize with others and become better communicators.
10. They aid language acquisition by focusing on the message rather than the form of the utterance.

In his study, Culham (2003) presents why using drama techniques are beneficial as follows:
1. Allowing students to express themselves in different ways.

2. Providing more possibilities for community development than the traditional teaching style, taking into account the students' levels of linguistic competency

3. Teachers use nonverbal cues to demonstrate caring and concern for students in ways that conventional language education does not allow.

4. Relieving the strain of language study.

5. When the linguistic expectation is removed totally, students ' confidence to participate increases.

According to Fleming (2006), drama techniques are beneficial as learners can:

● Be emotionally involved but detached because they know the situation is fictitious.

● Act seriously but without responsibility because the fictitious context absolves them of responsibility for their actions.

● Be actors as well as audience members.

● Bring personal experiences into the fictitious context, but also create new ones within the symbolic frame of drama.

Reasons for using drama techniques inside the classroom:

Burke and O'Sullivan (2002) listed the following reasons for using different drama techniques in the classroom:

1. Boosting motivation.

2. Putting the target language to practical use.

3. Students are at ease.

4. Taking risks leads to better language retention.

5. Creating a friendly environment.

6. The ability to deal with sensitive topics.

7.

According to Majzlanova et al, (2014) drama techniques have influential effects on all aspects of the language. First, they develop the learners' vocabulary through enriching both the active and passive vocabulary. Second, they promote creative thinking and problem solving. Third, they have a significant influence on spontaneity and increase self-confidence. Finally, they lead to good expression of

feelings and emotions. Although the drama techniques seem to be beneficial throughout numerous situations, there are some situations that do not suit them.

Disadvantages of the use of drama techniques

Drama techniques, like any other form of teaching a second language, have some drawbacks in addition to many important benefits. Although there aren't as many disadvantages to using drama in the classroom as there are benefits, they are worth mentioning and explaining. All of the issues can be avoided or solved properly. Thornbury, (2005) discussed problems and disadvantages of using drama techniques as follows:

1. Drama could be frustrating for students who are shy and don't like to participate in public.
2. There are problems with correcting students' mistakes during drama activities.
3. Teachers need to plan their lessons accurately with the range of additional materials.
4. Teachers should keep the discipline during lessons to avoid chaos and misunderstanding.

Some Techniques of Drama

The use of different drama techniques is supposed to create a new motivating classroom environment. They add a sense of joy and play to the lessons presented. They also tend to make students more engaged, motivated and responsible. Clark (2013) claims that drama techniques are regarded a useful teaching tool inside the classroom as they reach all multiple learning styles, age groups, and various levels of language and experience. They also influence both the participants' ways of thinking and their creativity as well. In the following paragraphs, the reference is made to the most dominant drama techniques that may be used to help students.

Some of the most popular techniques of drama are: improvisation, role play, pantomime, interpretation and puppetry. All these techniques have some common characteristics such as a game,

creativity, communication, experimentation, observation, joy, tension and relaxation. The objectives and the content of the target lessons determine the choice of certain techniques. Other aspects have effects on this choice such as the physical, social and emotional sides of learners in addition to their way of thinking and previous experience. Now, let's start with the first drama technique: improvisation.

Improvisation

Acting, talking, speaking, creating, solving a problem, finding a substitute, and reacting to rapid stimuli are all skills that can be learned through improvisation. Improvisation was defined by Ajewole (1998) as the preparation of some instructional media as a substitute for manufactured media. This method develops new concepts, interactions, practises, structures, and behaviours. According to John (2009), improvisation is a method of inventing or modifying existing behaviours, materials, tools, and instruments to serve a certain function. The teacher must be imaginative, resourceful, and creative in both thinking and manipulating to achieve good improvisation. Improvising in the classroom has numerous advantages, including the promotion of spontaneity, intuition, interactivity, inductive discovery, attentive listening, nonverbal communication, creativity, and critical thinking. To obtain deeper comprehension and the most effective interaction inside the classroom, improvisation should be regulated and well-organized (Sawyer, 2004).

Role Play

Role play is a classroom exercise that allows students to practise language, role behaviour, and actual roles that they may encounter outside of the classroom. Role play, according to Blatner (2009), assists students become more motivated and involved by allowing them to put their knowledge into practise, solve problems, evaluate alternatives, and seek out unique solutions. Pupils are able to develop a variety of skills, including initiative, self-confidence, group work, and general communication. Students learn not only how to

communicate in a foreign language, but also how to communicate in a different cultural and social environment through role play. It is recommended that students be more motivated and participate more actively. Students can solve problems in real-life circumstances by applying their knowledge and target language. Inside the classroom, role-playing encourages increased social engagement. It is a technique for influencing learners' behaviour and reducing their shyness by interacting with each other, in addition to enhancing communication skills through the dialogues they employ (Hassan & Madhum, 2007).

Pantomime and Miming

Pantomime is considered an interactive strategy inside the classrooms to promote communication among students without using words. It is based on non – verbal communication using body language, facial expressions and gestures to tell a story. It is used to create and communicate a plot and characters for the audience. The main aim of pantomime is to make learning more enjoyable and diverse. Pantomime is a unique technique of drama as it encompasses the whole learning session rather than being only a component of it as it is used as the framework of the session. It is a good way to engage students and make them more enthusiasts about learning which leads to better transmission and the flow of the subject matter and a better performance (Timpson & Burgoyne, 2002).

Puppetry

Using puppets inside the classrooms is an effective technique to involve students and create an enjoyable environment for learning. According to Paul (2003), puppets can be used to act out various scenes utilizing puppets of various individuals and animals in a variety of settings. Students are more likely to create their own characters, use their own voices, and imagine how puppets would act. Puppets are "representational figurines managed by a puppeteer in order to portray

a character in a play or a presentation," according to Wikipedia, whereas Hornby (1995) defined puppets as "little figures of people or animals made to move to tell a tale or provide entertainment."

Puppets in the classroom have a beneficial impact on students because they perceive them as non-threatening, sympathetic friends with whom they can communicate. Puppets can help students express themselves, overcome linguistic problems, gain self-control, and become more self-assured and expressive. Teachers can use puppets in the classroom to stimulate student discourse, reduce improper conduct, better control the classroom, or add a playful touch to courses by incorporating them into the school setting. Using puppets combines achieving educational goals and having fun inside the classroom. Students play different roles using simple puppets to express their thinking and feelings. It is easy to design and use and attracts the attention of learners.

Interpretation

Music and movement are used to interpret texts, songs, and games. Students employ a variety of terms while interpreting to ensure that listeners comprehend what they are saying. Improvisation and interpretation go hand in hand and are mutually beneficial. Students enjoy making associations between words, movement, and music. It allows them to express themselves through movement and creativity. The aim and content of tasks, activities, and lessons have a big impact on how they are interpreted. Poems, rhythmical songs, counting rhymes, nursery rhymes, children's songs, dramas, and basic fairy tales are examples of simple texts used in interpretation (Svabova 2008). Interpretation requires using simple words and sentences that can create memorable rhythm. It is used by students in a variety of educational settings to deal with diverse situations.

Simulation

Simulation is another kind of drama technique. Simulation is used to describe a process of imitation of different systems. It is used

to set up a synthetic system with the features of the original system. Simulation leads to erecting a model which imitates the behaviors of interest. The model refers to an entity representing some other entity for some defined purpose. It is a way to simplify abstractions. In this way, students live a fruitful experience to understand how the system works and develops in a simulated environment. It is seen as a solved problem technique used to teach students how to deal with real world problems. It transfers the outer world to the classroom. It allows learners to study complex systems such as the space, the bottom of the sea, a bank, a fire….etc in a simple way (Sanchez, 2007)

Simulation models can be classified into three different dimensions: static or dynamic; deterministic or stochastic; continuous or discrete. Simulation has three elements. The first element is accepting the reality of a function. Students are supposed to take a role in order to fulfill a certain task like being a pilot or a vet. The second element is that the environment must be simulated. Students arrange the classroom with its desks, tables and other materials to resemble a system or a place such as a planetarium or a submarine. While the behavior of learners is real, the environment is simulated. The last element is that the environment cannot be invented but provided as there must be a reality of function (Banks, Carson and Nelson, 1996).

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Diseases Related Stigmatization and Discrimination: Investigating the Perspectives and Experiences of HIV/AIDS Patients in Khyber Pakhtunkhwa, Pakistan

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ABSTRAK

This chapter is about HIV/AIDS related stigma and discrimination incorporating the perspectives and experiences of HIV/AIDS patients. The study is based on the argument that negative attitude of people towards HIV/AIDS patients remain a major challenge in combating this deadly disease. Stigma prevent HIV/AIDS patients from disclosing their status and accessing support services. This chapter has been extracted from postgraduate research and is based on integrative secondary literature and field data. The study conducted is qualitative in nature, where primary data has been collected from a sample of 45 (forty five) participants, representing two different categories i.e. HIV infected people and those who have acquired AIDS as a result of HIV. Field/primary data was collected from three different districts including District Peshawar, District Swat and District Dir Lower of Khyber Pakhtunkhwa, province of Pakistan, through in-depth interview, observation and case studies. A thematic discussion was generated for data analysis and we found that social stigma remain a central factor in HIV/AIDS transmission as it creates fear, rejection, isolation, shame and violence against HIV/AIDS patients. The prevalence of negative perceptions impact HIV/AIDS patients and their health seeking behavior, their rights, dignity and thus creates significant obstacle in disclosure, treatment and prevention of the disease. HIV/AIDS related stigma is great obstacle in the fight against the disease, and hindering effective response to HIV/AIDS. Further, this study confirms that traditionally, HIV/AIDS is described as a sexually transmitted disease, and the disease has been associated with several metaphors such as God's punishment, shame, death, moral impurity and guilt and it creates significant social adjustment issues for HIV/AIDS patients, their children, families and communities.

Introduction

Every society has its own norms and values that define acceptable attributes and behavior for its members. Societies have also established

certain mechanisms or devices of social control for ensuring the conformity of its member to the established norms, while society sanctions the violators or breakers of cultural norms. The concept of stigma is apparently universal and has been associated with deviance. The word "stigma" has been derived from Greek and was used to describe a mark or scar left typically when branding animals or punishing criminals and minority groups (Stuart & Arboleda-Florez, 2001). The physical brand or sign was strongly related to a person moral status and was generally carried by criminals and slaves to identify their position in the social structure and to indicate that they were of less value and were mostly avoided (Goffman, 1963a). The academic use of the concept stigma begin during the 1950s and 1960s, and was associated to undesirable individuals and groups which frequently carry a stereotyped and a devalued trait or traits (D'Lane, 2007; Crocker & Quinn, 2004). Stigma has been mostly applied to "deviants" (Jones et al., 1984), other disadvantaged minority social groups (Sartre, 1946; (Burke & Stets, 2009; Burke & Tully, 1977), the African Americans (D'Lane, 2007), homosexuals (Katz, 1981; Price, 1999), people with disability, mental illness, criminals, unmarried mothers, refugees as well as single and homeless people (Goffman, 1963a; Page, 1984). Stigma create severe social disapproval due to perceived or actual individual characteristics that are against the social, economic, cultural or political norms of society (Priebe, Frottier, Gaddini, Kilian, Lauber, Martínez-Leal, & Wright, 2008), and the stigmatized identities are generally considered as less favorable than those with valued identities (Heise & Thomas, 1989).

Stigma has been a mark of shame and an attribute that is significantly discrediting in a particular social setting and interaction (Goffman, 1963, p. 3). Being discrediting in nature, stigmatization reinforces pre-existing disparities, hatred, disgust, and inequity (Goffman, 1963; Education, Justice & Health Services Report, 2000), and influence life chances and opportunities of the stigmatized people including their access to resources, employment, medical care, housing and rights (Link & Phelan, 2006). The prevalence and operation of stigma has been influenced by broader social process, context, and socio-cultural environment in which stigma develops and influences individuals. Stigma operates by producing and reproducing social structures of power dynamics', hierarchy, social class, and exclusion and by transforming difference such as class, race, ethnicity, health

status, sexual orientation, and gender into inequality" (International Center for Research on Women, 2002 p.3).

In modern explanation, stigma has been regarded as a social construction which means a distinguishing mark of social disgrace and devaluation attached to those who are stigmatized (Stuart & Arboleda-Florez, 2001). The process of stigmatization consists of two elements, i.e. recognition of the differentiating 'mark' and devaluation of the person who possess the stigmatized attribute[1](Goffman, 1963a). Stigma has been produced/constructed during social interaction when an individual's actual social identity (the attributes he or she can be proved to possess) does not meet society's normative expectations, which thus create a spoiled social identity of the individual. The stigmatized individual is assumed to be incapable of fulfilling the role requirements of social interaction and leads others to judge individuals as illegitimate for participation in social interaction (Elliott, Ziegler, Altman, and Scott, 1982). Relevantly, social interaction has been an essential component of social life and an individual's positive self image in social mirror is essential for his/her socio-psychological and physiological health. People who see their negative self image in social mirror or consider themselves as socially alienated or rejected and they are vulnerable to multiple behavioral, emotional, and physical problems (Baumeister & Leary, 1995). The process of stigmatization systematically exclude certain individuals and groups from particular sorts of social interactions because they possess or perceived as having certain characteristics or belong to a particular group (Steele & Aronson, 1995). Since past diseases related stigma has been widely prevalent and patients of leprosy, herpes, human papilloma virus, hepatitis, Alzheimer's, severe acute respiratory syndrome (SARS), attention deficit hyperactivity disorder, mental illness, obesity, epilepsy, schizophrenia and particularly to HIV/AIDS has been widely stigmatized diseases. Stigmatization results in consistent use of unfavorable adjectives such as dirty, lazy, stupid, ugly, and sloppy, etc.), in order to describe the devalue traits of the stigmatized

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[1]*In sociology, deviance attributes refers to an action/s or behavior that violates social norms. It includes violation of formally enacted rule/s as well as violations of social norms or expectation of social system (Macionis, John, Gerber, and Linda, 2010). The act in itself is not deviance rather the reaction of people towards the act define it. Deviance is not biological rather it is learnt in social interaction and social relationships.*

individuals and the stigmatized individuals experience low self esteem and self worth,

HIV/AIDS and Stigmatization

HIV/AIDS has been a major public health issue across the world and the disease is recognized as a threat to human welfare, and socio-economic development. From medical point of view, the disease has reached its culmination and remained a major question to be answered, while socially it has resulted in enormous complexities and has created diverse perceptions and responses towards HIV patients, and causes fear and stigma. HIV related social stigma is so alarming that Mann (1987) in his study stated about three phases of the HIV/AIDS i.e. the epidemic of HIV, the epidemic of AIDS and the epidemic of stigma, while placed significant emphasis on the third phase (stigma). The former Secretary General of the United Nations Ban Ki-Moon, in his statement about HIV/AIDS particularly emphasized the recognition, consequences and reduction of stigma said that:

> "……stigma has been a major factor in the spread AIDS epidemic across nations. It continues to devastate societies around the world. It is necessary to recognize that reducing HIV stigma would result in reduction of the disease. Those who live with HIV and bear the stigma of HIV are not responsible for it, rather the responsibility falls on those who allow HIV related stigmatization....." (Ban Ki-Moon, November 30, 2016).

In every culture, HIV/AIDS patients have been stigmatized, which exert sustained and deleterious impact on the patients. The stigmatized HIV infected people carry connotation of shame, guilt and weakness of character which hinders their full participation in social activities and damage their socio-economic mobility and advancement of their families. In this way, social stigma has been a major barrier in HIV control, as majority of the infected people do not seek treatment and hide the symptoms due to the fear of stigmatization (Stuart & Arboleda-Florez, 2001). Due to public stigma people with HIV/AIDS tend to develop self-stigma (Crocker et al., 1998). In societies where

stigma prevails the infected people are considered as a tangible threat, danger and risk to the entire community in which they live (Stuart & Arboleda-Florez, 2001). As stated by Link, Phelan & Parker (2001), social stigma is an undesirable and discrediting attribute which reduce the status and value of the stigmatized individual in the eyes of society (Link, Phelan, & Parker, 2001), while Goffman (1963) stated that stigma has been socially assigned and extensively discrediting attributes. Erving Goffman in his remarkable work, Stigma: Notes on the Management of Spoiled Identity, also explained three different types of stigma.

> "The three different types of stigma include abominations of the body, blemishes of individual character such as personality traits, reputations and behaviors and tribal stigmas which mean stigmas transmitted through one's lineage i.e. race, ethnicity, language, religion etc" (Goffman, 1963:4).

Nearly forty (40) years of the HIV epidemic, stigma has been persistent and irrefutable (Sidibé & Goosby, 2013; Stuart & Arboleda-Florez, 2001), and profoundly influence the health and well-being of individuals, families, and community at large (Heijnders & Van Der Meij, 2006). We argue that for HIV/AIDS patients, stigma also results in prejudice, shame, isolation, rejection and discrimination of those who are ill or have illness trait/s (Link & Phelan, 2001), because people see the problem in person and not in the disease (Belenky, Wesensten, Thorne, Thomas, Sing, Redmond, & Balkin, 2003; Phelan, Lucas, Ridgeway, & Taylor, 2014). In South Asia in general and Pakistan in particular, HIV related stigmatization is common. In Pakistan, most of the citizens are not aware of the transmission routes and risk factors of HIV/AIDS (Bertakis, Azari, Helms, Callahan, & Robbins, 2000; Letamo, 2004), and the disease is associated to an individual personal sins, irresponsibility, and deviant behavior particularly from religious norms. In this way, social stigma becomes an everyday reality for HIV patients, and they continuously face rejection, isolation, torture, refusal and discrimination in their life (Goffman, 1963a; Pagliarini, Calvo, Chang, Sheth, Vafai, Ong, & Chen, 2008). Families and close associates of the infected people are also the targets of stigma (Heijnders & Van

Der Meij, 2006). The negative impact of HIV is intergenerational and the brunt and burden of the disease is not only confined to the infected people but also to their families.

Parker and Aggleton (2001) suggests that HIV and AIDS are generally perceived as disease of someone else, and the diseases is associated with several metaphors such as death, horror, punishment, guilt, shame, and otherness and have exacerbated these fears, reinforcing and legitimizing stigmatization and discrimination. There has been incidences of physical attacks on HIV positive people, and in India and Bangladesh HIV infected individuals were set on fire and scorched (Brondolo, Hausmann, Jhalani, Pencille, Kumar, & Chen, 2011), in Mexico, an HIV infected individual was fired, in Ukraine a pregnant woman was coerced into sterilization during delivery because of her HIV status, in Kenya relatives of a woman confiscated her property after her husband's death of AIDS, while in South Africa, a woman was stoned to death after disclosing her HIV status (Brouard & Wills, 2006). After the diagnosis of an HIV positive the social world of the individual becomes shrinking, and he/she lose his/her identity, value and thus develop a particular sense of self (White, 2003), and such stigmatization is further compounded by his/her gender, ethnicity, origin and cultural background.

HIV/AIDS related Stigma, Myths and Difficulty in Disclosure of HIV/AIDS

HIV/AIDS is both a social and biological or medical concern. It is evident that the disease has been associated with enormous oppression, stigma, ostracism, and discrimination. The infected individuals have been isolated, rejected, and denied by their families, friends and communities. This kind of rejection has been found in the global North as well as in the global South. The primary response towards HIV/AIDS starts from fears, disgusts, and denial that compound the epidemic that is an outcome of societal perceptions and beliefs about the disease and HIV/AIDS patients. In fact, this aspect of the disease makes it harder for the infected people to disclose their status and seek treatment. At large, the infected people are ridiculed, are victims of public gossiping, people associate bad names and they are to face insulting insults attitudes from the non-positive people (Bruce, Perez-Padilla, & Albalak, 2000). HIV related myths; fears,

ignorance, lack of knowledge, and denial have produced serious and tragic consequences and hindering HIV/AIDS patients' access to diagnosis, treatments, and support services making control of the disease very difficult. Field data also indicate that HIV/AIDS patients have been rejected, isolated, and discriminated in society and majority of them experienced rejection from the community. An infected individual shared his feeling of HIV disclosure and told that:

> *"When I was diagnosed HIV positive, the first thought crossed in my mind was that I am going to die immediately. I knew about my HIV status when I became ill in 2012. For ten months i did not disclose my HIV status to others because I feared negative reaction, stigma from them. After disclosing my HIV positive status to them, I initially faced an unbearable reaction from my family and friends"* (PH01-U26M; SA10-R31M).

> *He further expressed that:*
> *"Due to my HIV positive I lost my family members and friends. I was kept isolated like an animal in the house and my sleeping place and utensils were separated. My family members cleaned every place and chair I sat on. The best friends also became hostile and indifferent towards me. He further added that even I lost my job. My employer could not accept the fact that I was an HIV-positive"* (PH01-U26M).

The prevalence of wide stigma against HIV/AIDS patients influences the economic status, emotional support, medication, wellbeing and dignity of the infected people. HIV/AIDS related social stigma is originated and linked to many cultural and religious taboos that exist around the body, the issue of sex and sexuality, which make talking about HIV/AIDS difficult, inappropriate and are avoided. In our society, any such discourse is considered as western, and HIV/AIDS is not regarded as a threat at the communal level (Hasnain, 2005). There is also a widely prevalent assertion that HIV/AIDS is the outcome of sex without marriage, and it is better to keep one's sin to oneself rather than involve the entire community. Most of the respondents expressed that HIV/AIDS patients are publically ridiculed, denied and the disease is associated to a handful of sinful and isolated individuals. The negative perception of community along

with different interrelated taboos of contraction, prevention, and disease demonstrate that silence allows HIV to transmit and affect more people. A participant from Peshawar describes the issue:

> *"When I shared my HIV-positive information with my wife, family members, and close friends. It was a shocking experience because very few people know about HIV and its transmission. Sharing information about my HIV positive status increased my pains and everyone reacted very negatively towards me, without knowing what actually HIV/AIDS is?.I wish I had cancer instead of this defaming disease. I could have a dignified death if I would have cancer. Cancer and other diseases would have brought me sympathies from the community but HIV has brought me hatred, shame, and it has made me isolated (PA11-U37L; DS29-U23M).*

Although some participants were aware about the transmission of HIV/AIDS, however; there have been certain myths and erroneous beliefs about the transmission of HIV/AIDS. A participant described it in this way:

> *"We believe that HIV could transmit by mosquito's' bites or by sharing food, sleeping bed, shaking hands with, and sharing utensils of daily life with an HIV positive person. It could also transmit by travelling together with HIV infected person, through sneezing and coughing. HIV is not a treatable disease and the infected people will die soon"* (PA11-U37L).

HIV/AIDS patients face intense gossip, verbal harassment, and ostracism and HIV is seen as death illness and that HIV patients should ashamed of their disease because they have acquired the infection due to some illegal or promiscuous relations with others (Guilbert, Garris, Jhingran, Bonafede, Tomaszewski, Bonus, & Schatz, 2011). Although, it is expected that families must be supportive of HIV/AIDS patients, however; the majority of the households remain non-supportive to the infected people (Aberg, Kaplan, Libman, Emmanuel, Anderson, Stone, & Gallant, 2009), and they did not accept the infected people the family, neighborhood as well as in larger society. Their opinion, ideas and decision about life activities are not recognized and valued in family and society and everyone dislikes HIV patients and people are

unwilling to talk, eat, walk and sit with us because of the fear of infection. In relation to this a respondent stated that:

> "*After disclosing my HIV/AIDS status to the community, they did not consider me to be a good person. People soon perceive me as a guilty person and they belie that I have acquired the disease by doing something wrong. You are suspected of having a sexual relationship with a prostitute*" *(SA12-U27L).*

Despite *some treatment and medications, HIV/AIDS is synonymous to death. This is because most HIV-positive people avoid disclosing their status to others. After diagnosing an HIV positive means that your life is finished from now. This information is fuelling anxiety and fear and you are considered as a killer of others in society.* Likewise, HIV/AIDS related myths have produced diverse topics for discussion and have created a flood of opinions across societies. The majority of these opinions are based upon insufficient and unscientific knowledge, resulting in people's increased as well as reduced fear. In this way, these myths also provide over-simplified explanations of many complex social issues including HIV/AIDS, which is hard to be ignored (Gładysz, Rymer, & Szetela, 2008; Sobeyko, 2003). In this context most of the respondents were of the opinion that HIV is considered as death, while a respondent specifically admitted that:

> "*Whn I was diagnosed as HIV-positive the situation my happy life was converted to shock. After knowing about my HIV, my wife started asking me different types of question. She was blaming me for having some illicit sexual relations with other women. My elder son refused to eat food with me. People in my village are discussing my disease in religious terms and consider me bad person. I curse myself and all those who have ruined my life*" *(DH35-R27L; DH35-R27L).*

Stigmatization is seen and understood as an experience of degradation faced by individuals. This degradation then produces such attributes and social identities that are considered as devalued within a specific social context (Crocker, 1998). This social devaluation is based on several reasons, including caste, color, race, gender, weight, ethnicity, physical deformities, sexual orientation, disease, and beliefs (Major & O'brien, 2005). HIV/AIDS patients are stigmatized due to

their HIV-positive status and face negative consequences because of social stigma (Jones *et al.,* 1984), fear and thus compels many individuals to conceal their identity in many social situations (Beals, Peplau, & Gable, 2009; Chaudoir & Quinn, 2010). Exposure is conceived as the revealing of a socially devalued identity to others and it always results in social rejection, negative reactions, and ultimately negative health outcomes (Chaudoir & Quinn, 2010; Corrigan & Matthews, 2003). There exist many myths, perceptions and beliefs surround the origin of the disease, and about the HIV infected population. Since its recognition in 1980s, it is still commonly considered as a disease of others and usually people blame other for its transmission. In this blame game, high-level stigma is attached to the infected people, and they are considered as immoral and irresponsible for acquiring the infection. This creates significant prejudices and disgust against the infected population. Further, constant stigmatization of HIV-positive people violates their human rights during their interaction with other institutions. This also prevents them from seeking medical care and promotes the rapid spread of the disease across countries and regions.

Sources and Manifestations of HIV/AIDS-related Stigmatization

Historically, HIV/AIDS has been primarily seen as notorious sexually transmitted diseases producing a diverse social response and reactions (Goldin, 1994), and a series of powerful metaphors which have mobilized, reinforced and legitimized stigmatization. The popular metaphor describes the disease as death; and a punishment or curse of God. Because of the stereotypical explanations, HIV/AIDS is considered as a crime, war, horror, and disease associated with deviant and promiscuous people (Omangi, 1997). In many societies across the world, HIV/AIDS is associated mainly with minority, socially inferior groups, with personal negligence and for bringing shame on the household, family and community (Parker and Aggleton, 2003; Warwick, Bharat, Castro, Garcia, Leshabari, Singhanetra-Renard, & Aggleton, 1998). The local people and culture remain intolerant and not accommodating HIV/AIDS patients. Although, there were consensus among few participants about the positive reaction and sympathy from the community, however; majority of participants stated about the negative responses towards them. This propositional argument is strongly supported by field data. The majority of

participants accepted their exploitation as the reflection of socialization and cultural norms, which produce and reinforce stigma associated to HIV/AIDS patients. When the participants were asked about community reaction after disclosure of HIV/AIDS, they were of the opinion that at first people shows sympathies, but after associating our disease with illegal sexuality their sympathies and support converts to negative reaction. In this regard, a respondent elaborated that:

> *"HIV/AIDS have left significant stigma on my life. I thought that I had committed a big and unforgivable mistake. I have finished my life because people are not accepting me. They are not accepting me; make fun of me. I have lost hope in life and always remain confused about HIV treatment and my recovery. This has made my life miserable"* (PA13-R47L; SH19-R33M).

This study found that most people consider the infected people a small number of stupid people who got infected. The community also blames HIV/AIDS patients and they believe that because of these patients, the whole community has been facing the problem of stigmatization. They consider it as a disease of others and thus taking no responsibility for its prevention, and dissociate themselves from the infected population. There has been a widely prevalent opinion in society, that treating or supporting the infected people also bears bad name for them and their families and people would look down upon them. A participant described his experiences:

> *"After taking my HIV infected brother to hospital for treatment, people avoid to sit near me. They hesitate to talk with me and shake hand with me. They recognize me as dirty and believe that I will infect them"* (PS21-R43M).

HIV related stigma results in the victimization of the infected population, and new infections continuously emerge as long as people misread/misunderstand the nature of the epidemic and its multiple causes (Buchman & Reiner, 2009). The categories and barriers constructed around the disease are social in nature (Strebel & Lindegger, 1998). Although some respondents reported positive treatment from the community, however; excessive number of respondents claimed the prevalence of widely held prejudices against them. HIV/AIDS related stigma; discrimination, and denial has been

experienced and felt at many levels including individual, familial, societal, and community. As a result, the infected people conceal their disease status from other and when they disclose it to other they face harsh treatment which includes isolation, taunting, abusing, and avoiding working together, sharing plates and sleeping near the infected person. According to a participant:

"Disclosure of my HIV positive status was a difficult task. First, I concealed my HIV status for two years but my health condition became very bad and thus I exposed my illness. This disclosure was a terrible experience for me and people started talking about me negatively. I faced constant negative reactions when I came out of the home. People telling each other about my disease, and telling each other each other, look "he is HIV/AIDS patient'. They did not like to walk, talk, and share food with me" (DA30-U46L).

The existence of restrictive and coercive practices and measures frequently discriminate against and exclude the infected population (Busza, 2001). Majority of respondent explained that there have been no policies for HIV/AIDS patients in the companies they were working in abroad. They further described that many workers are expelled and deported from the company after being diagnosed as an HIV-positive. An extract from an interview:

"I was working in Aluminum Company since last 10 years. During work I feell ill visited the doctor for a medical checkup. After initial diagnosis, the doctor suggested test for HIV antibody. I provided blood samples to the lab and they told me to collect test results after three days. It was strange that instead of informing me about tests results they informed his factory manager about my HIV. Instead of providing support to me, the company denied an extension in my work contract" (SH43-R49L; SH43-R49L).

In our society people consider HIV/AIDS a bad name, shame, guilt and stigma. Because of this, I did not disclose infection to my wife, family members and community for two years. In my opinion, in our society many HIV infected people do not disclose their HIV status because of stigmatization. They also fear violence and isolation and did not disclose their HIV positive

status. Almost all respondents spoke that ignorance and lack of HIV related information results in enacted stigma. They shared that although human HIV patients deserve sympathy, support and treatment however; they face humiliation, degradation, and violence. While reflecting upon this, a respondent elaborated that:

> *"After being as an HIV-positive people call me bad names, laugh at me, and taunt me. Because of this, I avoid gathering and live in isolation. Negative attitudes persist both at the community and family levels. After knowing my illness, my mother said, I must tell my sister and brothers, however; when I told them about my disease I noticed a change in their attitudes towards me"* (PA37-R41L).

At individual level HIV/AIDS related stigmatization has been affected by many factors including common beliefs, cultural norms or standards, stage of the disease, gender, age, socio-economic status and ability of individuals to access supportive social networks (peers, family, and relatives). Language and cultural metaphors reinforce the negative depiction of HIV/AIDS victims and intensify the fear, avoidance and the isolation of the infected population. In this way, experiencing the stigmatized environment, the infected people refrain from participation in communal activities as a means of self-preservation, which in many instances results in premature deaths through suicidal attacks (Gilmore & Somerville, 1994; Platt, Vickerman, Collumbien, Hasan, Lalji, Mayhew, Hawkes, 2009). Majority of participants agreed that stigmatization causes social death of the stigmatized people and they find it difficult to access supportive linkages, social networks and the needed services. The participants considers social stigma as the greatest obstacle in HIV prevention and treatment efforts. A respondent asserted that:

> *"I did not disclose my HIV status to others for five months after being diagnosed as HIV positive. However, it was surprising for me that instead of supporting me; people mistreated me due to my HIV-positive status. Sometimes, I thought of committing suicide to get rid of this terrible and insulting situation"* (DA46-R38L).

HIV AIDS is also considered as a gendered pandemic. This is evident from the fact that women are disproportionately infected by

the disease. In our society women are dependent upon men in matters related to sex, health, economics, care, and support. In Pakistan, women are at disadvantaged in social, cultural and economic fields and have unequal access to treatment, financial support, and education. They are not included in power structures and decision-making process and are denied equal opportunities to participate in community activities. Women are also subject to punitive laws, norms, and practices and have lesser or no control over their bodies and sexual practices and relations. In many societies including Pakistan, women are perceived as the prime transmitters of sexually transmitted infections (STIs), (De Bruyn, 1999), and several traditional beliefs and perceptions provide a fertile ground for further stigmatization of women in the context of HIV/AIDS (Oluwasola, 2014). The concept of pious husband extends a normative vision of masculinity in marriage and entrust the husband/father the authority to rule the home which is deemed necessary for maintaining order and avoiding matrimonial breakdown at home. This paradigm accepts the husband as the possessor of power and authority in the home, having extraordinary responsibilities, while women is confined to spousal role and disempowered status (Floor, 2006; Thant, 1993). The gendered aspect is vividly explained and field information reflects that omen were vulnerable to HIV infection due to their subordinate status and socio-cultural norms. A respondent described that:

> "In our society women are always required to listen and follow the dictates of her husband, father, or brother. Men are recognized as sexually and economically stronger than women. Actually, women are considered as vectors of disease and the majority of men believe that men transmit no disease to their wives, but wives are believed as transmitters to their husbands. It is men (husband) who decide to have sex, when, how, and mostly prefer open sex because the use of condom reduces his pleasure. Women (wives) have no say in such a decision, and they shall not be given any such powers" (PS19-U30M; DS17-U45M).

HIV positive women are treated very differently from HIV infected men in their societies (UNAIDS, 2015). Men are mostly not blamed for their irresponsible behavior causing their infection, but women are not excused and treated very harshly, and there have been

evidences where husbands were found abandoning their HIV positive wives (Aggleton, Warwick, Rivers, & Scott, 1999; Vanlandingham, & Saengtienchai, 2005). In several African countries, women whose husbands have been died of AIDS related illnesses are blamed for their death; and relatives throw out the surviving spouse from her home and debar them from their property (Holzemer & Henry, 1991). The above interpretation confirms that HIV/AIDS related stigma emerges from different societal sources, and it is manifested and maintained. The different sources and manifestation makes it a complex phenomenon and a significant barrier in HIV/AIDS treatment and prevention strategies.

Social Stigmatization and impact on HIV/AIDS treatment and Prevention

Social stigma is a significant discrediting process or situation and it results in actions, attitudes, and omissions that are directed towards the stigmatized people. In all societies, stigma against HIV patients has been widely manifested (Valdiserri, Lyter, Kingsley, Leviton, Schofield, Huggins, & Rinaldo,1987). HIV related stigma has strengthened pre-existing stigma and it makes the issue of HIV more complex (Pettifor, McCoy, & Padian, 2012). Field data support secondary information and majority of participants asserted that social stigma creates many difficulties in accessing HIV treatment, care, testing, and prevention. This frightens away most of the patients from getting treatment of the disease. A respondent shared an interesting experience:

> "Once I had a swelling in my teeth and I went to the dentist. I was shocked when the dentist looked in my mouth and said that he is sorry, he could not treat an HIV- positive. He (the dentists) said that he would not treat me anymore. He referred me to dental hospital" (PA11-U29L).

Relevantly, while sharing his stunning experience with HIV/AIDS another participant described that:

> "My brother was ill and he was admitted in the hospital. At the first stage, the staff was taking proper care of my brother. But, after testing his blood for HIV their behavior suddenly changed and they separated our utensils and pushed him to a corner of the room. The staff started talking with us in harsh tones. From that day they stopped giving injections to

him, and didn't tell us why. Later on I was informed that my brother was HIV-positive" (SS12-R45L).

Stigma has greatly impacted public health from early times and the infected people face negative reaction from health care providers. This makes it difficult for HIV patients to continue HIV follow up checkups and adopt preventive measures (Blendon, Donelan, & Knox, 1992; Parker *et al.*, 2002). Participants revealed that they have been stigmatized by family members, friends, communities, and health workers. It was also found that HIV infected patients were disliked, tortured, ignored, and majority of them have not disclosed their HIV status in time. A number of participants explained that:

> *"We observed several discriminatory and stigmatizing practices in health care centers. In hospitals, beds are marked for HIV patients in wards, X-Ray room, laboratory, and ultrasound room for identification of HIV patients, and of the fear to HIV infection. Although it is claimed that confidentiality will be ensured but nurses and other health staff breaks it" (DS15-R39LM; DH05-R36L).*

HIV/AIDS related stigma has been a barrier to effective HIV prevention and treatment policies, strategies, and programs. In any HIV prevention and treatment efforts stigma results in low uptake of and limited adherence or compliance to treatment services. Because of the fear of stigmatization HIV patients hesitate or avoid initial as well as follow up tests. While in healthcare system HIV infected individuals are first not accepted for treatment and if they are accepted they face delays and postponement in treatment process. Primary information also shows evidences of non-attendance of HIV patients by hospital staff i.e. doctors, nurses and technician. The infected people are ignored and they are treated as sub-human beings. Reflecting upon this, one participant narrated his experience:

> *"I went to the hospital last month for injecting pain killer. The health provider after asking several questions knew about my HIV-positive. It was hard and shocking experience as they left me to be the last patient to be examined. I reached there (clinic) at 2 pm and didn't get out of my turn until 8:15 pm in the evening. I was checked as the last patient and was socially and psychologically abused" (SA03-R41L).*

When asked about a similar question, another participant also shared an interesting story:

> *"I visited a private hospital for medical checkups. The doctor prescribed me certain medicine. On my second visit the doctor referred me to another private clinic. After conducting several blood tests HIV was diagnosed in my blood. Although, I was interested to continue my treatment in the hospital, but they refused and told me that they are not bound by any rule to give treatment to HIV positive patients. I was informed that there is a great risk of infection to his staff (hospital staff), and that he (hospital in-charge) is responsible for his staff's welfare and health, not yours"* (DH03-R39L).

Lack of knowledge about HIV/AIDS transmission, people's perception about morality and guilt, fear of public stigma and discrimination hinder quality care to HIV/AIDS patients (Blendon *et al.*, 1992; Marera & Nyaribo, 2015; Rutledge, Abell, Padmore, & McCann, 2009). In many health care settings, various signs are placed near people living with HIV/AIDS with words such as HIV-positive and AIDS written on them. It has also been found that record of HIV positive people have been maintained and their names are shared with media and police without their consent due to which many patients withheld treatment (Adeyemo & Oyinloye, 2007). HIV/AIDS related stigma is prevalent across the world. The stigma extends from individual, group, family and community level to health care system. HIV patients are not unaccepted of HIV in healthcare system and in most cases the patients have experience negative reaction including denial of treatment.

Stigmatization, Social Adjustment Issues and Discrimination of HIV/AIDS Patients in Workplace

In Pakistan, the treatment facilities of HIV/AIDS are rare, while societal reactions and disgust against HIV/AIDS patients create many other issues for the patients. The internalization of stigma develops feelings of self hatred, shame and guilt among HIV/AIDS patients (Sikkema, Kochman, DiFranceisco, Kelly, & Hoffmann, 2003). In this study, it was found that majority of participants indicated that stigmatization creates social adjustment issues for them and nurtures a sense of fear, meaninglessness and deprivation among the infected individuals. They perceive treatment as a useless activity and makes it

difficult to lunch HIV related programs and activities to integrate HIV/AIDS patients. Social stigma makes HIV/AIDS patients isolated and deprive them of social support and they also avoid public gathering and are not willing to continue their treatment. HIV/AIDS patients face social adjustment issues in society, because they have lost their support services and social networks in the form of family, relatives, neighbor, and friends. In this context a participant said:

> *"I feel isolated and humiliated in the society. I spend a miserable life and many people think that I deserve this. I lost my status and life because of HIV/AIDS. My family ignores me in all family related activities and decisions. I feel I had committed a big mistake of disclosing my disease to others. For me the reaction of community is more hurting than the disease itself"* (SA16-R34L).

Some respondents reported a positive perception and they believe that HIV is a treatable disease. They also claims living together and reported sympathies from the community, however; most of the participants considers the disease as incurable and reported that community see the infected person (s) a worthless and non-productive member of society. Some of the participants are of the opinion that because of the negative reactions of people, they did not want to participate in public gathering, activities and ceremonies of the family. They prefer to remain isolated and avoid public gathering. An extract from interview:

> *"When I was diagnosed as HIV-positive, I was frustrated and shocked. I was unable to tell my family about this. After, I disclosed my HIV status to my family and friends I faced sympathy as well as reaction from them. Later on the sympathies were changed into avoidance and hatred"* (DH18-R39L).

Another participant described:

> *"I usually avoid public gathering. I avoid coming out from my room during day time and mostly go outside from home at night. For me, the biggest hurdle to HIV/AIDS treatment is not absence of medication and treatment centers, but it is the fear and denial that prevent HIV/AIDS patients from seeking treatment. I hate people as they hate me; and I curse them all for their reaction"* (DH18-R39L).

It remains a hard fact for HIV/AIDS patients to disclose their illness, and the community sees HIV/AIDS as a death sentence that generated a fear of overwhelming negative consequences (Lee, Kalichman & Sikkema, 2002). Since HIV/AIDS has been associated with promiscuous behavior which has reinforced and legitimized stigmatization and the infected people led a hopeless life without support from community (Treichler, 1999). Due to the associated stigma and its life threatening nature, people do not want to share or invest resources on the infected people, as they believe it as wastage of resources (Campbell, & Deacon, 2006). Most of the field data also found that community nurtures negative beliefs against HIV/AIDS patients which fuel anxiety and fear. One participant shared painful experience this way:

> "*I think I will not live for longer and will die soon. I believe that HIV/AIDS is not curable. HIV/AIDS is like death sentence for me. The negative reactions of people make it difficult for us to adjust ourselves in the community*" (DH05-R28M).

The negative reactions induced anxiety, distress and anger among HIV infected people, and they further involve themselves in high risky behavior and prefer isolation (Bresnahan, & Zhuang, 2011).We argue that the medical knowledge around HIV/AIDS is socially constructed and the negative beliefs are constructed, nurtured and transmitted from generation to generation (Deacon, 2006). Primary data support secondary literature and authenticate that social stigma increases and intensify the prevailing uncertainty, fear and anxiety among HIV/AIDS patients and impact their quality of life. They face social adjustment issues in different phases of the disease and create several sociopsychological issues for them. A participant illustrated:

> "*People often look down upon HIV/AIDS patients. Our neighbors often taunt me and my family. They blame us for acquiring the infection*" (PH18-U43L).

Social stigma produces excessive social adjustment issues for the stigmatized. For many infected people the experience stigma has been influenced by the intersections of multiple stigmatized identities including gender, race, language, region class and caste, which

produce a mutually exclusive environment for the stigmatized (Bowleg, Burkholder, Teti, & Craig, 2008; Meyer, Dietrich, & Schwartz, 2008). Stigma-related events when occur repeatedly produce many types of discrimination and strengthening or reinforcing the existing social inequality (Herek, Saha, & Burack, 2013). Empirical data also indicates that HIV/AIDS patients face distressing rejection and they receive poor services, respect and identity.

The past decade has witnessed an increase in HIV/AIDS infected people as well as an increase in HIV/AIDS related social stigma. Such stigma has produced devastating consequences for HIV/AIDS patients at the workplace or employment. In this context, social stigma reinforces the fear of being treated unfairly at the workplace by one's employer or supervisor, and could result in loss of promotion, job or position. For many individuals who are conscious of their HIV status, this fear is becoming life-threatening, as they keep themselves away from seeking medical care in order to avoid employer unnecessary action and to secure his/her job (Ragimana, 2008). The field information also validated the cited literature, and it was found that most of the participants face negative attitudes from their co-workers and employers, and reported loss of support; social network and relations. Two participants maintained that:

> *"I was working in a company since 2011. Because of constant temperature, the company manager took me to the nearest doctor for medical checkup. After conducting HIV antibody test, I was diagnosed as an HIV positive. I was isolated from other workers and after two months my contract was terminated" (SH10-R52L; PH19-R41M).*

HIV related stigma results in discriminatory practices against HIV infected individuals' in employment and work place. This discrimination ranges from denial of employment to termination of employment contract. In most cases coworkers have refused to work near HIV/AIDS patients or those perceived to be an HIV. The empirical information shows that HIV/AIDS patients confront excessive pressure because many employers have denied employment to HIV/AIDS patients. The denial from employer put HIV/AIDS patients under sever threat, pressure and tension which prove disastrous for their and emotional wellbeing. A participant expressed:

> *"I was working in a small company. The employer and co-workers were friendly with me. I was the senior worker of the company and my promotion to the position of assistant manager was due in 2019. I also completed the all the necessary requirement of promotion. The manager told me to conduct necessary blood tests, as these were the requirement for job promotion. I provided blood samples to the laboratory. I was informed that HIV has been diagnosed in my blood samples. When I exposed my HIV positive status to my boss (the senior manager) and co-workers, I noticed coldness in their relationships with me" (PA22-U52L).*

As no treatment and counseling facilities are provided to the migrant workers at their destination which makes the deported workers a higher risk group of HIV transmission than the indigenous high-risk population (Baqi *et al.,* 1998; Khawaja, Gibney, Ahmed, & Vermund, 1997). The long-term Pakistanis working men in the Gulf States are routinely tested for HIV, by the Gulf State Health officials, and if anyone is found HIV-positive are deported back to Pakistan (Vermund, White, Shah, Altaf, Kristensen, Khanani, & Mujeeb, 2006). *Relatedly, empirical information shows deportation of HIV/AIDS patients from other countries and some respondents* shared about their infection and deportation. *Before deportation, the patients are not provided any treatment or counseling services, while in many cases they are not informed about their disease. This situation creates problems both for the patients and their families and weakens their response towards the disease.*

> *"Due to HIV I lost my job and status. I was deported when the employer knew about my HIV status. The disease has brought shame to our family and my children. Because of this disease, people hate my children, my wife and my parents"* (DH32-R50L).

Thus, HIV positive individual develop perception that majority of the population held stigmatized attitudes, and resultantly they develop feelings of shame, self- devaluation, status loss and self-hatred, low level of self-esteem which in turn increases their social adjustment issues and it becomes difficult for the infected people to cope with such situation. It is also evident both from secondary

literature as well as from primary information that HIV/AIDS related stigma is widely prevalent. The prevalence of stigma make HIV/AIDS a complex issue and a public health challenge and any undermine HIV/AIDS prevention and treatment across societies.

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ESCAPE ROOMS

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Escape rooms - or escape games / breakout boxes - are a recent entertainment phenomenon that became popular and now can be found in many cities around the world. Typically, an escape room will be played by a small team (usually 4 to 8) of people over the course of an who will be 'locked' (in practice they are seldom physically locked in) in a physical room and have to solve puzzles within the time limit in order to escape.

Definition: Escape Rooms are cooperative games in which players must find clues, solve puzzles, and perform a variety of tasks within a limited time. The goal is usually to escape or leave a room, place, or environment. When the Escape Rooms have a pedagogical purpose, they are usually called Edu-Escape Rooms and can be related to gamification and Game-Based Learning. The potential for student engagement and motivation is one of the main advantages of Edu-Escape Rooms.

The game will take place within some overarching narrative with a core goal, for example to escape from the mad scientist's lab with the secret formula, defuse the bomb and save the world, or escape from the Pharaon's tomb with the treasure. This narrative will influence the way in which the room is set and dressed as well as the types of puzzles that are within it.

Escape rooms and education

Since escape rooms have become an increasingly popular leisure activity, educators have quickly seen the potential for learning.

● Escape Ed in the US was one of the first educational escape room developers, focusing on maths and science games in high schools. Then Edu Escape rooms became popular in Canada, in the UK, Spain and Germany and then in all over the world.

Creating a good educational escape room is not easy but involves getting the right combination of fun and playability coupled with the

intended learning outcomes embedded in a way that is seamless and doesn't detract from the game play. It is this balance of fun and learning that is crucial to the design of an effective educational game and can only be achieved by designers who have the right mix of educational and game design skills, and time devoted to prototyping and testing. escape games can be created by anyone with an imagination.

The escape room concept and design characteristics

A wide range of scenario's for ERs is possible. Players need to transfer from their real-life context into the game context, such as a crime scene or a submarine in the past. Therefore, the immersion of players during gameplay is very important. In educational games, it is used to get a learner engaged, solving challenges and finishing the task (Annetta, 2010). To design an escape room you have to provide instructions first, then you have to get stuck, then solve puzzles so you can run away from the room and finally celebrate victory!!!

Within ER literature, all activities are called puzzles and they use a simple game loop: a challenge, a solution and a reward (e.g., a code for a lock, or information needed in the next puzzle). Puzzles can be Puzzle structures in escape rooms: a) basic structures: open, sequential and path-based; b) a complex, hybrid structure, such as a pyramid. Squares are puzzles and rectangles are meta-puzzles.

a) cognitive puzzles that make use of the players' thinking skills and logic,

b) physical puzzles that require the manipulation of artefacts to overcome a challenge, such as crawling through a laser maze and

c) meta-puzzles, the last puzzle in the game in which the final code or solution is derived from the results from the previous puzzles

Cognitive puzzles seem to be predominant in ERs (Nicholson, 2015). Nicholson (2015) identified four ways of organizing the puzzles, see In an open structure, the players can solve different puzzles at the same time. All other puzzles need to be solved before the last one. The sequential structure presents the puzzles one after another; solving a

puzzle unlocks the next, until the meta-puzzle can be solved. The path-based structure consists of several paths of puzzles. Combining some of the basic structures produces a complex, hybrid structure, which may take, for example, the form of a pyramid. To solve the puzzles, players require skills such as searching, observation, correlation, memorization, reasoning, math, reading, and pattern recognition. After the gameplay, the gamemaster debriefs the players on the process and what they have achieved. The skills required and reflection about what was accomplished hint at the idea that ERs can be used in education.

Teacher's role

The teacher's role Teachers are crucial in the learning process, also in collaborative learning. When to interrupt in students' collaboration and what to address is challenging for teachers (Van Leeuwen & Janssen, 2019). In the studies we have seen that teachers have a role at the introduction of the game, during and after gameplay. In the introduction, players are introduced to game rules, such as the use of mobile phones, the role of collaboration and less often, the learning goals. Movies, emails, audio tapes or information sheets were also used instead of oral instruction. During the gameplay, different aspects of the role of teachers and staff can be distinguished: 1) monitoring, 2) guiding, 3) providing hints, and 4) debriefing.

Why escape rooms are effective for learning

There are a number of pedagogic reasons why playing educational escape games offers a valid and engaging approach to learning. The following are reasons connected to the development of so called transversal or soft skills:

- Social Skills. Escape rooms offer the opportunities for groups of students to work together to solve puzzles. Good escape rooms are designed in such a way that they cannot be solved alone (for example they need two people in different spaces to solve a code) so that players have to communicate and collaborate in order to solve the puzzles.

- Problem-solving. Escape rooms present a variety of different types of puzzles from codes and cyphers and traditional puzzles, to finding or manipulating objects and complex digital puzzles. Players are presented with a variety of problems that they have to solve.
- Players also develop resilience as they make multiple attempts to solve puzzles in different ways, and creativity as they come up with different novel solutions.
- Lateral thinking. Many of the problems and puzzles that players face in escape rooms require them to think differently from their usual mindset and combine objects and ideas in novel ways. This type of thinking is an important underpinning to creativity and innovation.
- Time management is also at stake in a time-based challenge. Together with collaboration, this can promote overall personal resource management.
- Engagement. The very fact of playing an exciting, time-dependent immersive game may be engaging for many.

"The child who does not play is not a child, but the adult who does not play has lost his chance for joy forever." (Pablo Neruda)

Student Learning Motivation in Limited Face-To-Face Learning Class VII at SMP Negeri 05 Mamasa

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ABSTRAK

The background of this research is due to the existence of motivation in students to learn faced with various challenges, especially in class VII SMP students who are still easily influenced by circumstances both internally and externally. This study aims to find out to find out the student`s learning motivation in limited face-to-face learning for class VII at SMP Negeri 05 Mamasa. The type of research used is descriptive qualitative. The sample used in this research is class VII students of SMP Negeri 05 Mamasa, totaling 21 people. Data collection is done through the use of observation, questionnaires and documentation methods. The results showed that in limited face-to-face learning, class VII students at SMP Negeri 05 Mamasa showed a figure of 71.29%. This, when compared with the value intervals and categories proposed by Sugiyono, is included in the "Motivated" category.
Keywords: Learning Motivation, limited face-to-face

Introduction

The outbreak of the corona virus has changed the demands of individual life, attacked the Indonesian people, and ruled the world. According to the World Health Organization (Ririn Noviyaanti Putri, 2020), the Covid-19 outbreak is a disease outbreak that has infected several large areas that are difficult to control and has killed several people. Due to the corona virus, people have stopped activities outside their homes, but usually it was the day outside. People should be able to keep their distance from other people and other people. This is most commonly referred to as physical distancing.

The teaching and learning process is an activity phase where teachers and students interact and ends with an assessment of learning performance. Teachers are also learning subjects that require good knowledge, skills, and personal attitudes so that the learning process becomes effective and efficient (Latief, 2016).

To improve the learning achievement of Citizenship Education achieved by students, it cannot be separated from the factors that influence it. Djamarah (2011: 68) suggests that the factors that influence the high and low student achievement are factors that exist within students and are factors that come from outside students. Factors that exist within students, such as physiological and psychological factors, and factors from outside students, such as environmental factors and instrumental factors consisting of curriculum, programs, teachers, facilities and facilities in this case including learning models.

In an effort to achieve learning motivation, it is necessary to create a learning environment system (condition) that further facilitates learning. The learning environment system itself is independent or affected. These elements are for example the learning objectives to be achieved, the material being taught, teachers and students who play a role in certain social relationships, the types of activities carried out, and the available infrastructure for teaching and learning activities.

Institutions under the auspices of the Department of Education and Culture of the Republic of Indonesia take part in dealing with household problems to prevent the spread of the corona virus. All schools in Indonesia have home studies, which are also known as internet learning or online learning in particular. Online learning is based on the results of interviews and observations with educators and students studying at SMP Negeri 5 Mamasa. Using several applications such as Whatsapp, Zoom, and Classroom applications. The use of applications that are very supportive in online learning such as Google Classroom is a very sophisticated digital application because someone can gather in class without physical activity. (Latief, et al. 2019), and watsapp is a place where someone sends messages and communication calls are very safe, even with watsapp, people can make video calls and phone calls by looking at the recipient's face. You can call, and this Saman is very nice. You can easily send messages at

the post office without long queues or long waiting times. When is someone's watsapp able to send a laptop or cellphone message (Pustikasa, 2019)

The existence of motivation in students to learn is faced with various challenges, especially in class VII SMP students who are still easily influenced by circumstances both internally and externally. Students' interest is said to be low so it is necessary to know the factors that make them less interested in taking interesting lessons (Aritonang, 2008).

Education is a learning process to develop cultural heritage and future achievements (Marisyah, Zainuddin, and Hartini, 2016). Therefore, teachers need to apply the right learning model. This is to influence students' ability to understand, analyze, solve problems, and solve problems with other abstract concepts (Hapsari, Handhika, & Huriawati, 2018)

The development of the world of education today has entered the Industry 4.0 era. Industry 4.0 shows a shift in the education system from a partial approach to a holistic approach. The transition from the School Curriculum to 2013 adopted the Task-based Curriculum (Project-Based Curriculum) of the Millennium Age as a means of adapting Creative and Critical Thinking for generations. According to the Minister of Research and Technology, Nasir in a press conference at the Research and Technology Building D in Jakarta (29/1/2018) stated that the challenges today are: Indonesian teachers and educators are still dominated by baby boomers, and Generation X is dominated by digital immigrants. Meanwhile, the students they face are millennials or digital natives. (Al Yakin, Ahmad, 2019). The purpose of this study was to determine students' learning motivation in limited face-to-face learning in class VII at SMP Negeri 05 Mamasa

Methods
Types of research

This study uses a qualitative descriptive method to determine students' learning motivation in limited face-to-face classes in Class VII SMP Negeri 05 Mamasa. It also aims to understand what the research subjects experience, such as behavior, and motivation and others about the holistic nature. Explanation from a verbal and linguistic point of view, naturally and using various scientific methods in certain contexts. Methodology is a process, principle, and procedure used to solve problems and find answers (Mulyana, 2008: 145)

Time and Place of Implementation

The time used for research is in the academic year 2021 to 2022, the place of this research is SMP Negeri 05 Mamasa, Buntubuda Village, Mamasa sub-district, Mamasa district, West Sulawesi province.

Research subject

The subjects of this study were all seventh grade students of SMP Negeri 05 Mamasa with a total of 21 people and 2 teachers.

Research focus

Focusing on research helps push the boundaries of what is being studied and prevents the researcher from getting involved in the amount of data generated in the field. The researchers focused on:
1.   learning motivation

Learning motivation is a condition that exists in a person who has the urge to do something to achieve his goals. Indicators of learning motivation are as follows.
   a) There is a desire and desire to succeed
   b) Being interested in learning
   c) There is an award in the learning process
   d) The existence of a conducive learning environment, thus enabling a student to learn well.

2.   Limited Face-to-face

Limited face-to-face is a new learning model that is applied in the world of education in Indonesia during the COVID-19 pandemic which is carried out with a limited time and adheres to health protocols.

Research Instruments
1. Interview

   Interview is a data collection technique used to obtain information directly from sources. It is a way to construct this meaning on a particular subject.
2. Questionnaire or Questionnaire

   This study uses a questionnaire or questionnaire, the list of questions is formed in the form of questions selected by the informant by Check Lish.
3. Observation

   Research is a data technique that requires researchers to go to the scene to observe things related to space, place, actors, activities, objects, events, and goals.

Data collection technique
In terms of data collection in this study, the author directly went to the research subject and obtained valid data, and the researcher used the following methods:
1. Interview

   The interview method used by the researcher is structured (descriptive) by first summarizing several questions and asking what, who, and how informants. This is included in the questionnaire which was compiled systematically by distributing questionnaires to students at SMP Negeri 05 Mamasa.
2. Observation

   Passive participant observation was used in this study because the researcher only came to the observer's place and was not involved

in the activity. In this study, researchers will directly observe the activities of students at SMP Negeri 05 Mamasa, Buntubuda Village, Mamasa District, Mamasa Regency. In addition, researchers will also observe students' learning motivation in face-to-face learning is limited in learning activities.

3. Questionnaire

Questionnaire is a data collection tool where participants or respondents ask questions or statements from researchers. Surveyors can use surveys to obtain data about the thoughts, feelings, attitudes, beliefs, values, perceptions, personalities, and behaviors of respondents. In another sense, the questionnaire method is a type of question-style data collection tool. Distributing the list to each respondent allows researchers to collect reliable and valid data related to their research objectives. Before making a list, I first describe the variables in the subvariables that will be measured to create a grid instrument.

1. Data analysis technique

The data analysis method in this study used inductive qualitative analysis, namely analysis based on the data obtained. In addition, special relationship patterns are developed. The steps taken in data analysis are data reduction, data presentation, and drawing conclusions or validation.1. Reduksi Data (Data Reduction).

Data reduction activities are raw data collected from the results of interviews, observations, and informants which are classified and summarized to facilitate understanding.

Based on the above understanding, the author can conclude that data reduction is summarizing the data collected from the field and selecting key items according to the research focus. In this study, the writer first wanted to know the general learning motivation of the students of SMP Negeri 05 Mamasa.

2. Data Display

Data Representation According to Miles and Huberman's view of data, the most commonly used data representation in qualitative research is narrative text. In this study, data presentation was the second step after data reduction, and SMP Negeri studied what happened in the area of "students have limited learning motivation in face-to-face classes". understand. 05 Mamasa". Made

3. Drawing Conclusion

The third step in the qualitative data analysis by Miles and Huberman is drawing and validating conclusions. The initial conclusions presented are still tentative and will change unless strong evidence is found to support the next stage of data collection. However, if the conclusions drawn at an early stage are supported by valid and consistent evidence when the research returns to the field to collect data, then the conclusions presented are credible conclusions.

Results and Discussion

Based on the results of the questionnaire that was circulated to respondents as many as 21 people regarding likes especially in limited face-to-face learning, 13 people answered Very Appropriately (61.90%) 8 people answered Appropriately (38.10%) No people answered less Appropriate and Incompatible (0). Based on this score, then the collected data is analyzed, more details can be seen in the following table.

Table 1. *Lessons I Like Especially in Limited Face-to-Face Learning*

No	Answer Category	Frequency	Percentage %
1	SS	13	61,90
	S	8	38,10
	KS	0	0
	TS	0	0
	Amount	**21**	**100**

(Source: Processed from research results, 2022)

Based on the results of the questionnaire that has been circulated to respondents as many as 21 people regarding the results of the questionnaire I doubt my abilities in face-to-face learning are limited at this time, 2 people have answered Very Appropriately (9.52%) 2 people answered Appropriate (9 ,52%), 17 people answered Less Appropriate (80.96%) and no one answered Not Appropriate (0%) for more details can be seen in the following table

Table2. *Face-to-face Learning is limited at this time.*

No	Answer Category	Frequency	Percentage %
2	SS	2	9,52
	S	2	9,52
	KS	17	80,96
	TS	-	0
	Jumlah	**21**	**100**

((Source: Processed from research results, 2022)

Based on the results of a survey of students' learning motivation in face-to-face classes against 21 students, respondents were limited to class VII SMP Negeri 5 Mamasa having indicators of not being able to complete all topics. Considering that the face-to-face class is currently limited, some did not answer very well, (0%) 19 answered correctly, (90.48%), 2 did not answer very well. (9.52%), and no one gave a disappointing answer (0%), the details can be seen in the table as follows.

Table 3. *don't think I'm able to complete every subject assignment given in face-to-face learning is limited at this time*

No	Answer Category	Frequency	Percentage %
3	SS	0	0
	S	19	90,48
	KS	2	9.52
	TS	0	0
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

Based on the results of a survey conducted by respondents, knowing the level of student learning motivation and reading books in the school library or reading textbooks due to lack of face-to-face learning time. Based on the results of the questionnaire that was circulated by the researcher to the respondents as many as 21 people they did not answer less well or less correctly (0%), 20 answered correctly (95.23%), 1 did not answer correctly (4.77%), and none

answered correctly (4.77%). answered incorrectly (0%). Details can be found in the table below:

Table 4. *Results of Data Analysis Organizing educational learning.*

No	Answer Category	Frequency	Percentage %
4	SS	-	0
	S	20	95,23
	KS	1	4,77
	TS	-	0
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the analysis above, it can be said that I like reading books in the school library and I like reading textbooks because I don't have time to attend school, according to the comparison in the table above. At SMP Negeri 5 Mamasa in the medium category.

SMP Negeri 5 Mamasa regarding the motivation of students in class can be seen from the results of the questionnaire distributed to 21 people as respondents indicating that they do not follow the lessons they like.

There were no students who answered very well (0%), 8 students responded well (38.09%), 11 students did not respond well (52.38%), and 2 students did not respond well. (9.53%), and other details are shown in the following table

Table 5. *didn't pay attention to the lessons I didn't like.*

No	Answer Category	Frequency	Percentage %
5	SS	-	0
	S	8	38,09
	KS	11	52,38
	TS	2	9,53
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the analysis above, in terms of the ratio in the table above, it can be concluded that I did not pay attention to the

subjects I liked according to talent in the inappropriate category at SMP Negeri 5 Mamasa.

From the results of the questionnaire, 21 people answered "very appropriate" (0%) and 18 people answered "appropriately" (85.71%). Did not answer very well (14.29%), and no one answered (0%). See the following table for more information

Table 6. *Learning on the subjects I like.*

No	Answer Category	Frequency	Percentage %
6	SS	-	0
	S	18	85,71
	KS	3	14,29
	TS	-	0
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the analysis above and the percentages in the table above, if you study your favorite subject in the "appropriate" category, you can say that you study on time.

Based on the results of a questionnaire from 21 students as respondents, it was difficult to ask the teacher in the class they did not like, 1 person answered very correctly (4.76%), and 17 people answered correctly. (80,95%), 3 strongly disagree (14,29%), and no objection (0%). Can be seen in the table below:

Table 7. *Asking the teacher if the lesson is not liked.*

No	Answer Category	Frequency	Percentage %
7	SS	1	4,76
	S	17	80,95
	KS	3	14,29
	TS	-	-
	Jumlah	**21**	**100**

Source: Processed from research results, 2022

From the results of the analysis above, it can be concluded that I am lazy to ask the teacher if there is a lesson that I do not like in the appropriate category of SMP Negeri 5 Mamasa, according to the overall percentage shown in the table above, I can do it.

Teacher Skills at SMP Negeri 5 Mamasa Based on the results of a questionnaire distributed by 21 respondents, when I have difficulty learning a subject given by a teacher, I will look for alternative solutions myself. But no one answered well (0%), 14 answered well (66.66%), 7 did not answer very well (33.34%), and no one was disappointed. No (0%). See the following table for more information.

Table 8. *If you have difficulty learning the subjects given by your teacher, try to find other solutions yourself Sumber : Diolah dari hasil penelitian, 2022*

No	Answer Category	Frequency	Percentage %
8	SS	-	0
	S	14	66,66
	KS	7	33,34
	TS	-	0
	Jumlah	**21**	**100**

Source: Processed from research results, 2022

From the results of the analysis above, from the overall percentage shown in the table above, I can conclude that if it is difficult to learn the subjects determined by the teacher, try to find alternative solutions. at SMP Negeri 5 Mamasa in the Appropriate category.

As for knowing the extent to which students' learning motivation is in the aspect of feeling hopeless when facing difficulties in learning subjects, Based on the results of the questionnaire circulated by respondents as many as 21 people have been answered, no people answered Very Appropriate, (0%), 18 people answered Appropriate, (85.71%), 3 people answered Less Appropriate (14.29%), and no one answered Not Appropriate(0%),

Table 9. *Feeling hopeless when they have difficulty learning subjects*

No	Answer Category	Frequency	Percentage %
9	SS	-	0
	S	18	85,71
	KS	3	14,29
	TS	-	0
	Jumlah	**21**	**100**

From the results of the analysis above in accordance with the total percentage shown in the table above, it can be concluded that I feel hopeless when facing difficulties in learning subjects at SMP Negeri 5 Mamasa in the appropriate category.

Based on the results of a questionnaire circulated by 21 respondents regarding student learning motivation at SMP Negeri 5 Mamasa, when there is a lesson that I don't understand, I ask people who understand more, it has been answered2 0 people answered Very Appropriately, (9, 52%), 19 people answered Appropriate, (90.48%) and no one answered less Appropriate and Not Appropriate (0%), more details can be seen in the following table:

Table 10. *When there is a lesson that I don't understand, I ask someone who understands better.*

No	Answer Category	Frequency	Percentage %
10	SS	2	9,52
	S	19	90,48
	KS	-	0
	TS	-	0
	Jumlah	**21**	**100**

From the results of the analysis above in accordance with the total percentage shown in the table above, it can be concluded that when there is a lesson that I do not understand, I ask people who understand more. at SMP Negeri 5 Mamasa in the Appropriate category

Based on the results of the questionnaire circulated by respondents, 21 people answered 60 people answered Very Appropriately, (28, 57%), 14 people answered Appropriate, (66,66%), 1 person answered Less Appropriate (4,77%), and no one who answered Not Appropriate (0%), more details can be seen in the following table:

Table 11. *fill spare time by repeating school lessons.*

No	Answer Category	Frequency	Percentage %
11	SS	6	28,57
	S	14	66,66
	KS	1	4,77
	TS	-	0
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the analysis above according to the total percentage shown in the table above, it can be concluded that I fill my spare time by repeating school lessons. at SMP Negeri 5 Mamasa in the Appropriate category.

Based on the results of the questionnaire distributed by respondents as many as 21 people regarding I feel unable to deal with difficult lessons, 3 people answered Very Appropriately, (14.28%), 17 people answered Appropriate, (80.95%), 1 person answered Less Appropriate (4.77%), and no one answered Not suitable (0%), more details can be seen in the following table:

Table 12. *feel inadequate in dealing with difficult lessons.*

No	Answer Category	Frequency	Percentage %
12	SS	3	14,28
	S	17	80,95
	KS	1	4,77
	TS	-	0
	Jumlah	**21**	**100**

Source: Processed from research results, 2022

From the results of the above analysis, we can conclude that the overall percentage of those shown in the table above is that they feel inadequate in dealing with difficult lessons. at SMP Negeri 5 Mamasa in the Appropriate category.

Based on the results of the questionnaire circulated by respondents, 21 people answered, 2 people answered Very Appropriate, (9.52%), 16 people answered Appropriate, (76.19%), 3 people answered Less Appropriate (14.29%), and no one who answered Not Appropriate (0%), more details can be seen in the following table:

Table 13. *Feeling unable to perform certain specific tasks*

No	Answer Category	Frequency	Percentage %
13	SS	2	9,52
	S	16	76,19
	KS	3	14,29
	TS		0
	Jumlah	**21**	**100**

From the results of the analysis above in accordance with the total percentage shown in the table above, it can be concluded that they feel unable to complete any given subject assignments, at SMP Negeri 5 Mamasa in the Appropriate category.

Based on the results of the questionnaire distributed by respondents as many as 21 people regarding being able to understand the lessons from the teacher, 1 person answered Very Appropriately, (4.76%), 19 people answered Appropriate, (90.48%), 1 person answered Less Appropriate (4.76) %), and no one answered No Good(0%), more details can be seen in the following table:

Table 14. *Acquisition of materials, structures, concepts, and scientific thinking to support the subjects taught*

No	Answer Category	Frequency	Percentage %

14	SS	1	4,76
	S	19	90,48
	KS	1	4,76
	TS	-	0
	Jumlah	**21**	**100**

From the results of the above analysis, we can conclude that, according to the overall percentage shown in the table above: can understand the lesson from the teacher. at SMP Negeri 5 Mamasa in the Appropriate category

Based on the results of the questionnaire distributed by respondents, 21 people answered 1 person answered Very Appropriately, (4.76%), 15 people answered Appropriately, (71.43%), 5 people answered Less Appropriate (23.81%), and no one answered. who answered Not Appropriate (0%), more details can be seen in the following table:

Table 15. *Mastering competency standards and basic competencies of development subjects that are taught*

N o	Answer Category	Frequency	Percentage %
15	SS	1	4,76
	S	15	71,43
	KS	5	23,81
	TS	-	0
	Jumlah	**21**	**100**

From the results of the analysis above, we can conclude that, according to the overall percentage shown in the table above, it is believed to be able to complete the tasks given by the teacher, at SMP Negeri 5 Mamasa in the Appropriate category.

Based on the results of the questionnaire circulated by respondents as many as 21 people regarding student learning motivation in aspects When given a task by the teacher I ignored it, it was answered, no one answered Very Appropriate, (0%), 18 people

answered Appropriate, (85,71%), 3 people answered Less Appropriate (14, 29%), and no one answered Disagree 0%), more details can be seen in the following table:

Table 16. *When the teacher gives me an assignment, I ignore it*

No	Answer Category	Frequency	Percentage %
16	SS	-	0
	S	3	14,29
	KS	18	85,71
	TS	-	0
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the above analysis, we can conclude that, according to the overall percentage shown in the table above: When given an assignment by the teacher I ignore it. at SMP Negeri 05 mamasa in the Less suitable category

Based on the results of the questionnaire circulated by respondents, 21 people answered, no people answered Very Appropriate, (0%), 9 people answered Appropriate, (42.85%), 11 people answered Less Appropriate (52.38%), and 1 person who answered Not Appropriate (4.77%), more details can be seen in the following table:

Table 17. *wrong and criticized by the teacher I am very happy because it adds knowledge.*

No	Answer Category	Frequency	Percentage %
17	SS	-	0
	S	9	42,85
	KS	11	52,38
	TS	1	4,77
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the analysis above, according to the overall percentage shown in the table above, I can conclude that I was wrong

and my knowledge increased, so that my teacher likes to criticize, at SMP Negeri 5 Mamasa in the Appropriate category.

Based on the results of a questionnaire circulated by respondents as many as 21 people regarding the aspect of being diligent in learning in limited face-to-face learning at SMP Negeri 5 Mamasa, 2 people answered Very Appropriately, (9.52%), 17 people answered Appropriately, (80, 96%), 2 people answered Less Appropriate (9, 52%), and no one answered Not Appropriate(0%), more details can be seen in the following table:

Table 18. *diligent in learning in face-to-face learning is limited*

No	Answer Category	Frequency	Percentage %
18	SS	2	9,52
	S	17	80,96
	KS	2	9,52
	TS	-	0
	Jumlah	**21**	**100**

Sumber : Diolah dari hasil penelitian, 2022

From the results of the above analysis, we can conclude that, according to the overall percentage shown in the table above, persistence in learning in face-to-face learning is limited at SMP Negeri 5 Mamasa in the motivated category.

Based on the results of the questionnaire circulated by respondents, 21 people answered 1 person answered Very Appropriately, (4,76%), 19 people answered Appropriate, (90,47%), 1 person answered Less Appropriate (4, 76%), and no one answered. even those who answered Not Consistent (0%), the full details can be seen in the following table:

Table 19. *Likes to be motivated to learn in face-to-face learning is limited at this time*

No	Answer Category	Frequency	Percentage %
19	SS	1	4,76
	S	19	90,47

KS	1	4,76
TS	-	0
Jumlah	**21**	**100**

From the results of the above analysis, we can conclude that, according to the overall percentage shown in the table above, the motivation to learn in face-to-face learning is limited at this time. at SMP Negeri 5 Mamasa in the Appropriate category.

Discussion

Kusuma & Subkhan said that "Motivation is very important in teaching and learning activities, because the presence of motivation encourages enthusiasm for learning and conversely a lack of motivation will weaken the spirit of learning". This quote can help us understand how important student motivation is, even in a pandemic that requires student participation in the online learning process. Motivated students do seek to improve their learning outcomes, but on the contrary, lack of motivation weakens their motivation to learn. Unmotivated students always feel bored and indifferent when participating in the learning process in class, coupled with factors that affect their motivation: lack of internet. adequate, a lot of homework, and school assignments that pile up.

In connection with students' learning motivation in face-to-face learning is limited, the researchers explain the results of the study as follows:

Respondents' answers in the Unsuitable Category (TB) got a score of 1.14%, the Less Appropriate Category (KB) 20% then the Appropriate Category (B) 71.4% and Very Appropriate (SB) 7.43% it was not much different about the results of the researchers' observations about the implementation of the participants. From the results of the study it can be seen that the average score of respondents' opinions, then based on the attached table of this thesis, an average score of 71.29% of respondents' opinions regarding student learning motivation in SMP Negeri 5 Mamasa is obtained as a score the average above shows the average value of respondents' opinions of 71.29 where

this value is in the range of interval class values with the "Motivated" assessment category participating in carrying out learning.

Conclusion

Based on the results of this research data analysis, we can conclude that:

By paying attention to the results of data analysis as described in the picture, it is obtained that the student's motivation in face-to-face learning is limited to class VII at SMP Negeri 5 Mamasa showing the figure of 71.29%. This, when compared with the value intervals and categories proposed by Sugiyono, is included in the Motivated category

Suggestion

To educators in general, more specifically Civics educators at SMP Negeri 5 Mamasa in conducting teaching and learning activities at any time can use limited face-to-face learning.

Researchers say that this kind of research is still in a simple form, and of course what is produced is still in a simple range and may only exist in descriptive form. Hope for fellow students and young people who are interested in carrying out research, researchers suggest that research relevant to research is not the end of everything, but it needs further research to achieve higher quality results.

Due to the ability of educators to streamline the teaching and learning process, educators are required to add more knowledge and knowledge as well as IT in the references that have been prepared by the school based on the curriculum set by the government.

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Technology, Critical Thinking and Generation Z

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ABSTRAK

This chapter attempts to study aims to find out the role of technology in critical thinking of Generation-Z. Generation-Z refers to the individuals those have new trends in the application of technology in the development of critical thinking skills. There were two parts of the sections, the first section contains a conceptual framework about the use of technology in education, critical thinking, the impact of technology on critical thinking for Generation Z, and new technologies that can be used to develop necessary thinking skills for Generation Z. The second section contains a literature review and gave detailed description about the variables.

Keyword(s): Technology, Critical Thinking, Generation Z, Information and Communication Technologies, Millennial.

Introduction

Critical thinking is now considered a crucial component of the educational process. Critical thinking comprises several components, the most important of which are analysis, self-regulation, making comments, identifying assumptions, providing explanations, and using evaluation. The use of information technology (I.T.) has seen a significant increase, which has improved critical thinking and changed

the way it is used (Apriani et al, 2022; Apriani et al, 2021; Muthmainnah et al 2022; Muthmainnah, 2023).

Technology has altered how we think, gather, and create information. The Internet, in particular, has a profound impact on our lives and ways of thinking. Compared to students who did not have access to the Internet, students who did have access to the Internet were more likely to understand the basic understanding of materials given to them in a class with Internet access. Students with Internet access were also more likely to understand the basic knowledge of materials provided to them in a course with Internet access. Students who did not have access to the Internet performed significantly better than students who did have access to the Internet during the lecture (Wolpert, 2009). By including real-time media such as television and video games, the amount of time spent on critical thinking and contemplation has been reduced (Wolpert, 2009). On the other hand, sites such as Nings, wikis, blogs, and discussion boards encourage students to think critically, present new ideas, and contribute to discussions throughout the learning process (Thompson & Crompton, 2010).

Generation Z

Generation Z (or Gen-Z for short) is also referred to as zoomers in some circles. Informally, a zoomer was born between the late 1990s and the early 2000s and is a member of Generation Z. A neutral, mocking, or ironic tone can be used to describe this demographic cohort. It is the generational cohort that follows Millennials and precedes Generation Alpha. The mid-to-late 1990s are used as starting birth years, and the early 2010s are used as ending birth years by researchers and the popular media.

Characteristics of Generation Z

In 2016, most Millennials will have left the classroom and gone to work, leaving Generation Z to take their place, leaving them to grow up. This generation of college students is more unique than any other group of students in history. In order to keep up with the growing diversity of the United States population, an increasing number of

children are being born who are descended from parents who are descended from two or more races. Unlike what is commonly believed, it is not always the case that "traditional" families are made up of two people of different sexes. An analysis of Pew Research Center data from 2014 found that this generation is more accepting and open-minded about differences than any previous generation up to that point. Students in Generation Z learn more than any other generation by observing and participating in activities. PowerPoint® presentations are not read or listened to by these individuals. Their strong preference for Google TM information may preclude them from fully evaluating the validity of this information.

Students in Generation Z have distinct learning characteristics and preferences. They are independent learners who thrive in an age of technology. Students may not be engaged in traditional lecture-format classes and assigned readings may not be completed as they were in previous generations. Teaching Generation Z students will require nursing instructors to experiment with new approaches. The days of hiding behind a podium and lecturing at students are over; today's teacher must interact with students more than lecture. Nurse educators can assist Generation Z students in becoming more effective learners by creating a dynamic learning environment.

Education and Technology

Ancient Greek words "tekhne" and "logos" mean ability and science respectively in the English language, and the term "technology" is derived from these words (Murphie & Potts, 2003). Many different perspectives have been expressed regarding the definition of technological advancement. The current definitions of technology were established. Kline defines objects, actions, processes, methods, and systems, among other things (1985). In contrast, the International Technology Education Association (ITEA) (1997) defines technology as the process of changing, renovating, and transforming the natural environment to meet perceived human needs and requests. Using the definition provided by Demirel (2003), technology is defined as applying specific information to achieve particular goals.

Making sense of our experiences, we engage in an internal mental activity known as "thinking." Thinking allows us to integrate new experiences into our existing schema to make sense of our environment. Similarly, Kizlik (2012) says that thinking is a process of organizing a sequence of transactions between elements that are thought to be information, which is confirmed by the research. As educators, we must train kids to think higher to gain more from their experiences and make greater use of their intelligence.

Educating students to become critical thinkers should be the primary goal of any educational program. Students can become better thinkers through the development of necessary thinking skills. Students can develop higher-order thinking skills through information and communication technology (ICT). Critical thinking is an intellectual process that involves challenging and examining information and facts. Furthermore, according to Barak and Dori (2009), critical thinking is a skill that necessitates the ability to think independently, clearly, and rationally, as well as reflectively, logically, and rationally, to accept responsibility and maintain control over one's mind. To add to this, Barak and Dori (2009) explained that when one is engaged in critical thinking, one must have the ability to recall and reorganize information, which allows the reorganized knowledge to be more meaningful as a result of the process.

Categorization and classification are two higher-order skills that can be developed through mediated instruction through information and communication technology (ICT). As humans progress through childhood and into adulthood, categorization and classification play an increasingly important role in their development. In the words of Hunter (2017), classification is defined as the grouping together of similar things based on some shared quality or characteristic. We must classify the multitude of things, organisms, and concepts we encounter daily. According to Ruhnke (2007), categorization is a mental process in which we group items based on similarities or differences.

Technology & Critical Thinking

Technology in the classroom provides students with various opportunities to practice critical thinking. The introduction of new technologies into the school, according to this argument, is a precondition for a renewed emphasis on critical thinking in the classroom. A central component of the 21st Century Skills Movement is the belief that change justifies the need for critical thinking and that technology is an essential skill set for success in a changing world.

This chapter is so important because it looks at how technology and critical thinking work together. Many teachers incorporate thinking strategies into their lessons to help students develop necessary thinking skills. To achieve better results in their thinking, tools such as De Bono's Thinking Hats, David Hyerle Thinking Maps, Harvard's Visible Thinking, and Tony Ryan's Thinker's Keys are all designed to assist people in thinking more clearly and creatively. Pedagogies claiming to provide affordances for critical thinking are represented by these strategies, in the same way claims about technology claim to offer affordances to critical thinking. The affordances of specific thought processes are the basis for the claims made for these strategies. Consider how thinking maps can be used to promote definition, description, comparison and contrast, classification and sequencing, analysis of cause-and-effect relationships, identification of part/whole relationships, and the recognition of analogies, among other skills.

According to their creators, The Thinking Hats are designed to maximize and organize thoughts and ideas through similar thinking techniques. Exiting the building, It was blinded by the sunlight, the Visible Thinking routines include drawing on prior knowledge, exploring multiple perspectives, and deploying active reasoning or explanation, among other things. A toolbox of cognitive strategies can be imagined to contain these strategies in one form or another. Specific cognitive tools can be used for various mental tasks in the same way a do-it-yourself handyperson will reach for a specific tool to tighten or remove a bolt or screw or to remove a nail or fill a hole. The teacher's role shifts to one of modeling and scaffolding students' thinking, over time, students are increasingly able to use these tools appropriately without being explicitly taught how to use them.

This way of thinking about critical thinking is not the only way to think about it; however, it is a valuable metaphor for teachers and provides a focused approach that teachers can use in their classrooms. Is there a similar way to think about how information and communication technologies (ICTs) can be used as tools for cognitive education?
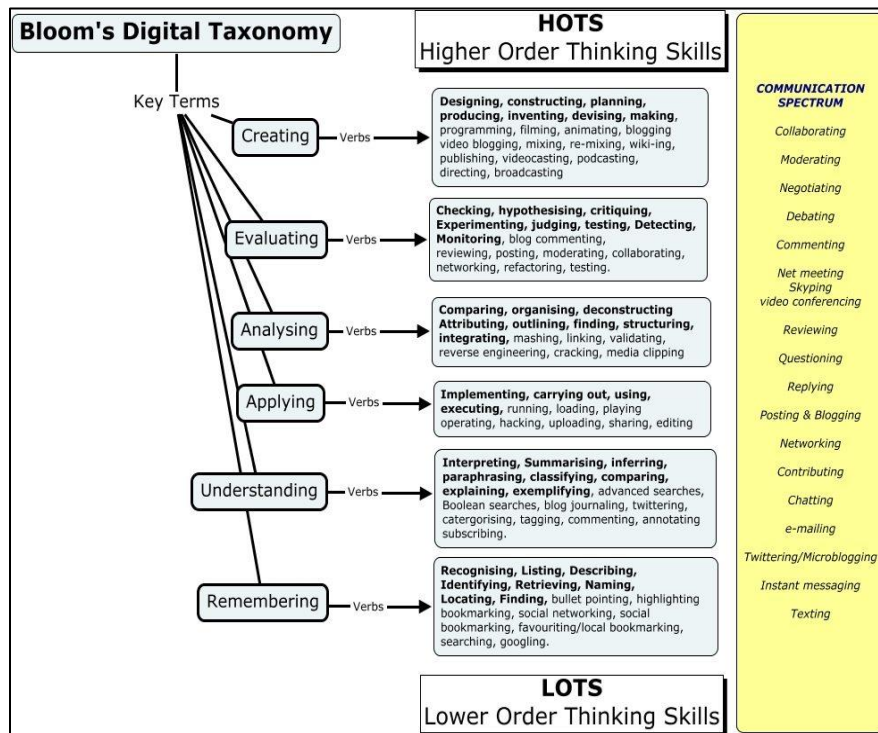
Source: Bloom's digital taxonomy (Churches, 2008)

Bloom's Digital Taxonomy attempts to map digital tools to Lower Order and Higher Order Thinking Skills using a graphical representation. Podcasting is considered a Higher Order Thinking Skill of Creating, while social bookmarking is regarded as a Lower Order Thinking Skill of Remembering, as an example. Twitter, for example, can be used at every level of Bloom's taxonomy and at all times. In most cases, a one-to-one mapping of tools and taxonomies of thinking is not very useful regardless of their purpose and application. Therefore, the digital tools described above are not interchangeable with the cognitive tools. Any framework for digital cognitive tools must consider their intended use and purpose. Google Docs, for example, provides a

plethora of opportunities for collaborative thinking. Students can complete writing or problem-solving tasks collaboratively, using comments and collaborative editing to develop ideas in a group setting. However, Twitter, Skype, and various other tools can also be used in this manner. Google docs can be used in multiple ways that do not require collaborative thinking!

Teaching has progressed significantly over the last few decades, with educators identifying technological applications that can be used to support cognitive processes such as collaborative thinking. It appears that any framework for digital cognitive tools should place a greater emphasis on the cognitive purpose than on the technology itself. A helpful approach would be to look at current teaching practices and map digital cognitive tools to thought processes. However, to accomplish this, we must develop a framework for understanding mental functions that are significantly less ambiguous. There are many different critical thinking frameworks to choose from. I'd like to go over a few of them here and recommend how to proceed.


Source: Bloom's Taxonomy is a classification of human cognition critical to the process of learning (Armstrong, 2016).

For many years, Bloom's cognitive domain taxonomy (first published in 1956) served as the standard framework for thinking about thinking in the classroom. Six levels of cognitive processes are established in it, each of which is viewed as progressing from more straightforward to more complex skills. Anderson, and (2001) revised the model, and both models are widely taught in pre-service teacher education programs. However, it is admitted that it is not a particularly generative model. In my opinion, it is frequently used and

mechanistically to justify what is done in the classroom rather than to stimulate critical thinking.

In contrast to other models, this one does not go into the specifics of thinking routines. To conduct analysis, one must distinguish between the premise and the conclusion, determine what constitutes evidence, and identify logical flaws, among other things. However, rather than drawing attention to this, the model tends to obscure it. Bloom's model, in our opinion, has the unintended consequence of restricting the ability of teachers to promote critical thinking in the classroom. However, while the taxonomy was developed as part of a movement to define educational objectives and eliminate fuzzy thinking clearly, it has caused far more obscuration than the liberal tradition it intended to replace.

The Paul – Elder Approach
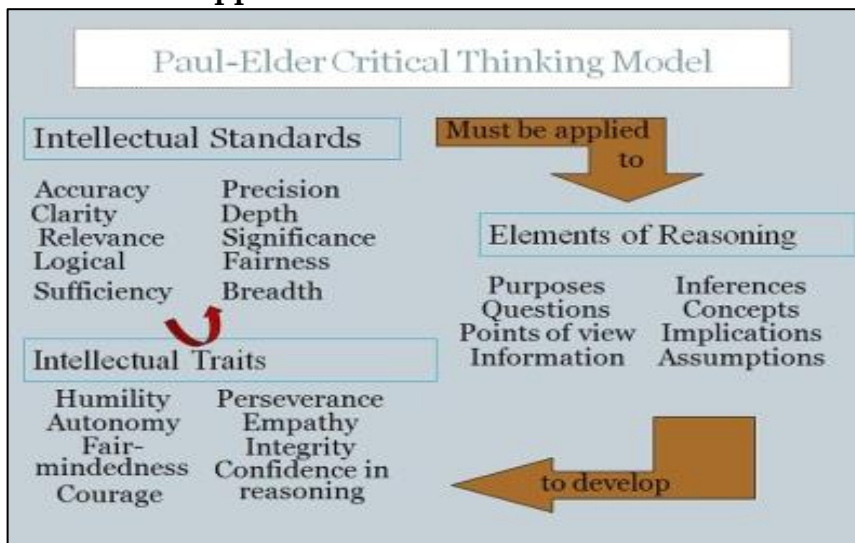
**Source:** The Paul-Elder Framework of critical thinking (Paul, Niewoehner, & Elder, 2019)

A definition of critical thinking can be defined as "the intellectually disciplined process of actively and skillfully conceptualizing and applying information gathered from (or generated by) observation and experience," and "the process of actively and skillfully synthesizing and evaluating information gathered from

(or generated by) observation and experience." This framework, developed by Paul and Elder, attempts to create a three-tiered Critical Thinking model.

One of the model's strengths is that it doesn't just focus on one set of thinking routines. It also includes the habits and dispositions of successful thinkers in the framework, and it can get down to the specifics of reasoning. Six words can sum up the Bloom taxonomy. Even though it has flaws, this is an excellent way to think about it. Paul-Elder is more difficult for teachers to use. This means that it can't be used more widely.
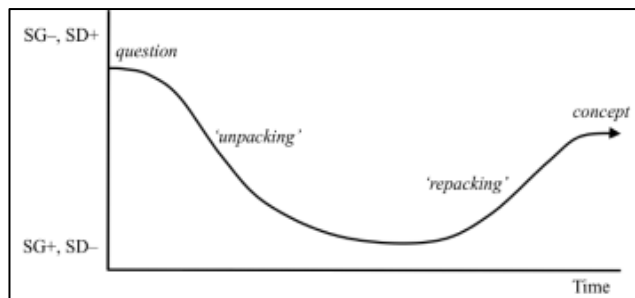

Source: Example of a semantic wave of (A Critical Appraisal of Basil Bernstein and Pierre Bourdieu Educational Theory: Gorder, 1980)

Another approach to the problem is to try to get to the bottom of how meaning is constructed and deconstructed in the classroom. It is possible to bring powerful concepts to bear on semantic practices at the school using a new framework (Semantic Waves) derived from the work of Basil Bernstein and Pierre Bourdieu, which is a new framework for thinking about knowledge practices in the classroom. The pedagogical approach can be described in various ways using the concepts of semantic gravity and semantic density, (Maton, 2014). This allows us to think about critical thinking in the classroom.

Semantic waves are temporal descriptions of the relative semantic gravity or density of ideas in classroom discussions or student essays that the company advertised on a billboard for the first time. This medium will attract new customers over time. SG+ represents a concept that is extraordinarily concrete and grounded in

its context, whereas S.G.- represents an idea that is highly abstract and rarified in its context. There are many points in between and all topics in between. For example, the term "revolution" in history refers to an abstract concept relatively free of specific contexts. A particular incident from the Russian Revolution, on the other hand, is more concrete and contextualized. When it comes to abstract ideas (S.G.-), teachers tend to help explain and contextualize those ideas by providing examples and instances (SG+). In this way, they assist students in better understanding concepts.

The Semantic Density of an idea measures how condensed an argument is. The meaning conveyed by a symbol or metaphor is significantly denser (SD+) than the meanings given by ordinary words (S.D.-). Poetry, for example, tends to be denser than prose in terms of content.
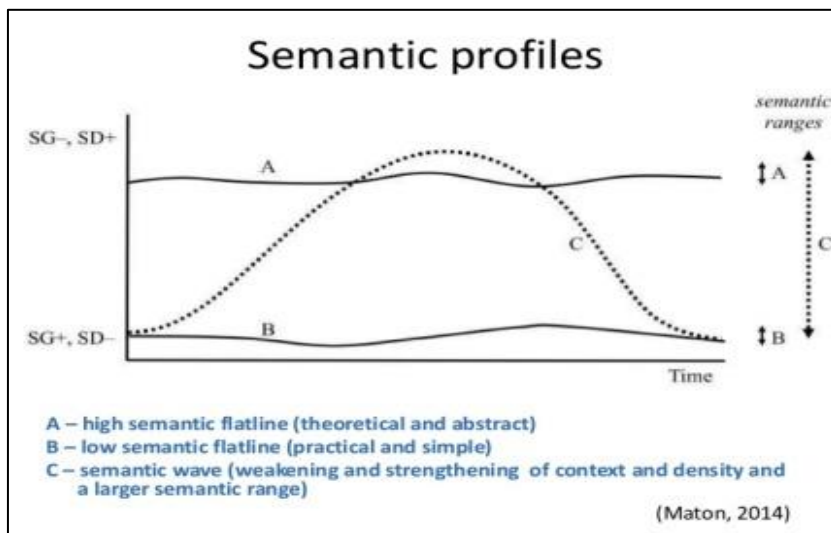
Maton has developed semantic profiles, or typical scenarios, based on the concept of the semantic wave, which describes how the gravitational and density of semantic information changes over time. Often, a discussion or a student essay will remain generalized and abstract, never delving into specific examples, supporting evidence, or anecdotes to develop an idea or argue a particular point. As illustrated in the illustration, this corresponds to a high semantic flatline value. Frequently, the discussion will remain purely practical, with no

conclusions drawn. This is a semantic flatline with a low level of significance. When it comes to constructive meaning-making, a much more comprehensive range and flow between abstraction and concrete are more common as arguments are made and supported with evidence. It opens up new perspectives on both ICT use in the classroom, which I explored in my research and on how Thinking Strategies provide pedagogical affordances for meaning-making, which is an idea that needs to be explored.

It is my opinion that the Semantic Wave framework provides a framework for understanding how pedagogical approaches and technologies enable the construction and deconstruction of meaning in the classroom in a detailed and decisive manner. Despite this, it is still in the early stages of research and should be considered tentative. This document represents a pedagogy in and of itself and a research framework. Although the concepts are somewhat abstract, they may be challenging to grasp for many teachers. As a teacher, the framework made perfect sense to me right away, but it is an idea that requires further explanation!

How Technology Supports Critical Thinking

Undoubtedly, critical thinking skills — the ability to connect new knowledge to previous knowledge, construct and evaluate arguments, and solve problems systematically — are essential for college, the workplace, and Life after graduation. However, without technology, it may be nearly impossible to ensure that all students have access to personalized learning environments that foster the development of these skills. Because of this, researchers have discovered five methods for incorporating technology into the teaching of critical thinking skills.

1. **Students who participate in hands-on activities are more likely to succeed academically.**

Researchers in the field of education agree that involving students in interactive, multisensory activities that encourage elaboration, questioning, and explanation can help to improve both student engagement and academic performance simultaneously (Bartholomew & Strimel, 2018). Applying knowledge in new settings,

testing hypotheses, searching for patterns, using evidence and logic to make arguments, solving problems, and learning from their mistakes (Oblinger, 2004). This type of active engagement encourages students to take responsibility for their learning while also improving information retention (Rosenshine, 1995).

2. **Complex concepts and procedures are better understood when multiple representations and models are used.**

Students' ability to comprehend complex concepts improves when critical information and tasks are explained using a variety of modalities (verbal, visual, graphical, and symbolic) and instructional formats, according to research (video lectures, graphic displays, audio files, and simulations) (Rogers-Shaw, Carr-Chellman, & Choi, 2018). Because they provide learners with more opportunities to apply their knowledge and skills, digital learning environments encourage critical thinking while also increasing the accessibility of content (Rose & Meyer, 2002).

3. **Tech-savvy environments Promote Self-directed Learning**

Critical thinking and knowledge transfer are supported by self-regulated learning, which monitors, evaluates, and controls thinking while undertaking new tasks (Cocking, Mestre, & Brown, 2000). Technology helps students develop metacognitive skills by providing extensive modeling, coaching, scaffolding, and problem-solving (Lajoie, 2008). An effective digital learning environment emphasizes applying a body of factual or procedural knowledge and the thought processes underlying specific strategies.

4. **Scaffolded practice strengthens skills**

According to cognitive research, extensive student practice is a critical component of learning and development. Students have more opportunities to experiment and practice skills and concepts when learning in an online or blended learning environment. These experiences aid in the development of critical thinking skills by facilitating the transfer of knowledge from short-term to long-term

memory, which is a crucial process in helping learners remember and apply information in new situations (Pellegrino, 2017).

5. **Students can use real-world knowledge in multimedia learning environments**

The provision of real-world applications of problems that stress student understanding and subject matter has improved student achievement in academic pursuits (Pellegrino, 2017). Experts believe that presenting issues in real-world contexts can make digital learning more meaningful and accessible to students by assisting them in understanding the significance of what they are studying. Furthermore, critical thinking skills are developed by connecting theoretical ideas and real-world experiences.

New Technologies in Education are Being Used to Foster Critical Thinking

The following section discusses the emerging technologies that distinguish contemporary modes of interaction and communication in learning environments from traditional classroom settings. Additionally, the potential impact of these technologies on critical thinking is considered.

Online Discussion

One of the most widely used technologies in online education is discussion forums, which are collaborative learning environments where people share their ideas with other groups (MacKnight, 2000). When the Internet was first developed, academics used this technology to promote discussion and cooperation. These tools, which allow students to discuss issues in a public setting, allow online learning communities and students to interact with other students and teachers at any time, both academically and socially (Corrich, Kinshuk & Hunt, 2004). In other words, these settings emphasize students' understanding of and ability to meaningfully interact with other people or ideas (MacKnight, 2000). Furthermore, because the forum is web-based (Cheong & Cheung, 2008), conversations and discussions

can be saved and accessed by users from any location and at any time by logging into their accounts.

Web 2.0 Tools

Between the Internet's inception and the late 1990s, web applications comprised static HTML codes that only provided information and required passive users. Users obtained information from third-party websites, and website creation required technical skills (HTML codes). When these applications, dubbed Web 1.0, the first generation of the 'www' concept (world wide web), failed to meet user needs, dynamic web applications were developed in the 2000s, allowing users to create and share content and engage in content-person interaction. These applications, collectively referred to as Web 2.0 tools, use blogs, wikis, podcasts, and social networks to create more interactive and collaborative environments.

According to their definition, McLoughlin and Lee (2007) define Web 2.0 as a communicative form of the World Wide Web that emphasizes the sharing of ideas and information, participation, and connectivity. In contrast to Web 1.0, which allows users to find and read information, Web 2.0 focuses on the development of material, online collaboration, and knowledge sharing on the web, all of which can be accomplished without the need for specialized knowledge (Solomon & Schrum, 2011; Crane, 2012; Marcovitz, 2012). It is possible to conclude that Web 2.0 reduces costs, provides flexibility, allows for easy and quick access to information, enables easy use without specialized knowledge, and saves time due to this information (Grosseck, 2009).

Virtual Learning Environments

Web 2.0 technologies such as virtual learning environments (VLEs) can be considered a new way of learning and teaching because they are based on open standards (Solomon & Schrum, 2011). According to Meadows (2008), virtual environments are online interactive systems in which many people, sometimes hundreds of thousands or even thousands of people, collaborate to create an interactive storyline. A virtual environment is a collection of

experiences in a technological environment and gives the user a strong sense of being present in the environment (Warburton, 2009). It is believed that these environments are more prosperous, more creative, and more impressive than other learning tools used during the learning process, including other Web 2.0 tools by people (Solomon & Schrum, 2011).

Social Networks

In today's world, thanks to the development of online communication and communities, it is now possible to connect electronically with people to share interests, problems, and opinions without physically being in the same place at the same time (Solomon & Schrum, 2011). Social networks have fundamentally altered how people connect, interact, and share information (Towner & Munoz, 2011). Social networks, one of the Web 2.0 tools, can be defined as websites that bring people together for various purposes, such as having a conversation, sharing ideas, activities, and interests, and meeting new people. Social networks are becoming increasingly popular (Crane, 2012). These environments allow users to connect through friend lists and links, establish direct connections with other users, and become online groups (Green & Hannon, 2007). Because they reach many people and have millions of users, social networks have become an integral part of education. It is possible to use social networks to support the mutual relationships between students and between students and teachers and for learning, professional development, and content sharing (Blankenship, 2011; Crane, 2012). These environments allow educators to discuss relevant topics, problems, and ideas with their colleagues in a safe and confidential environment. Teachers can also use them to share information with families and students, share files, and conduct other class activities such as showing course videos, taking notes, and creating podcasts. Students have the opportunity to ask questions and explain their difficulties related to their courses (Solomon & Schrum, 2011).

Robotics

Robots perform many functions, such as, for example, from searching the depths of oceans or seas to doing basic housework. Moreover, robot toys play with humans and follow their orders. Given their capacity for interaction, many children, as well as adults, are impressed with robots. Some consider robotic technology humorous. This has increased the sales of robot toys and robot production (Johnson, 2003; Ceceri, 2012). The science of designing, constructing, controlling, and managing robots is called robotics (Ceceri, 2012). Given its popularity, robotics can also be considered a cost-effective (Alimisis & Kynigos, 2009) platform for learning. Educational robotics involves constructing small-scale robots and programming and managing them with the help of computer programs, which should be written by the learners themselves (Denis & Hubert, 2001).

Robotics is considered a developing field with great potential in teaching technology, engineering, and science at all levels from elementary school to graduate study (Mataric, 2004; Barker & Ansorge, 2007). Cheap robotics platforms are developing and being marketed; anyone can access and use these without any electrical, mechanical, or computer engineering knowledge. This technology is used at the university level in various engineering courses, such as design courses in industrial engineering, microprocessor courses in electrical engineering, mechanical engineering dynamics and control courses, basic programming, and artificial intelligence courses in computer science.

Simulations

Simulations are one of the popular current learning methods using technology. They are software programs that transpose real-life situations onto a virtual platform. A simulation is a presentation of real-life events and actions in a simulated world (Laudrillard, 2013). Such media are used to allow learners, before they perform any specific skill in real life, to observe and experience factual events and situations. Hence, simulations provide the observation, testing, and performance of conditions, events, and facts that are expensive, unsafe, time-consuming, and not possible – or very rarely – to observe or perform in real-life safely and inexpensively and in a short period.

Critical thinking is thought of as a way for people to be in charge of their learning, reflection, and other parts of their lives and be happy in those parts of their lives (Paul & Elder, 2002). This skill is also essential when learning how to get and use new technology, use technology to meet your needs, be creative, analyze, manage, store, and transfer information (Thomson, 2001). Students need to use appropriate educational technologies to get and evaluate information, make new products, make conscious decisions, support their learning and help them learn, and help them learn and help them learn. This was found in the International Society for Technology in Education report in 2009 (Williamson & Redish, 2009). According to various studies on the impact of technology on the ability to think critically, students who research on the Internet improve their communication skills and develop their critical thinking abilities (Arat et al., 2011). Today's students are more familiar with computer culture is the fundamental reason for web-based environments' contribution to student motivation (Owston, 1997). As a result, students can use critical thinking skills like analysis, synthesis, and evaluation thanks to this vast information network (Uluyol, Parthasarathy, Foslien & Kim, 2011).

Analysis is one of the higher-order thinking skills found at the top of Bloom's taxonomy of cognitive abilities. This aspect of critical thinking requires students to take information and break it down into smaller pieces before incorporating the information into their consideration or understanding (EDTK 2030, unit 5, p. 130). When analyzing the data, the learner must look beyond the surface to see if any new ideas exist or could be developed, which means moving away from the general viewpoint of the situation (Fierre, 1972 cited in Coronado, 2011, p. 4). Specifically, according to the author (Coronado, 2011), a learner who wishes to use analytical skills must first view the whole, then see what else is there that can be derived from it, followed by creating something new from what one discovers and providing an overview, and finally looking for similarities and differences (Swartz and Parks, 1994, cited in McGuinness, 1999), all of which is equivalent to analytical thinking. Furthermore, using web-based tools in an ICT-mediated classroom allows the learner to decide what and when to

access and use the information they are presented with. Due to this critical thinking, students must determine what specific text they are looking for, what will be used, and how it will be used. Due to this necessary thinking process, they must check their sources for validity and reliability, whether they are images, video, audio, or text (Coronado, 2011, p. 8).

Furthermore, Carmichael and Farrell (2012) state that when conducting an analysis, students are expected to provide reason and justification for complex ideas while remaining within the context of the message being discussed. Analysis by discrimination is a term that Deaney, Ruthven, and Hennessy (2006) describe how students can be selective when using Microsoft Word, graphics, or images and copying and pasting them into their documents. Also, according to the authors, as students sort information and classify them through the use of the tables program on Microsoft Word or the spreadsheet or excel, as well as through the use of different search engines, they will be better able to use analysis and reasoning skills (Deaney et al., 2006). While searching the World Wide Web in an ICT-mediated classroom, students can develop their analytical thinking skills because they have the opportunity to gain access to information that provides them with many different perspectives.

Conclusion

An analysis is a critical component of critical thinking that everyone should perform because it allows them to be decisive and, more importantly, think for themselves. Children's thinking skills in this area can be significantly improved using ICT tools in the classroom, as they use, for example, tables, graphics, the world wide web to select their materials, get various perspectives from around the world, enter information on charts and tables using Microsoft table software and excel. Thus, children can place tier information in the category and organize the data (Deaney et al., 2006) according to how they want. Hence web 2.0 tools allow learners to develop critical thinking skills (McGuinness, 1999). Millennials and Generation Z are distinct from previous generations in several fundamental ways. Compared to previous generations, they are more comfortable with

sophisticated technology and are more accustomed to multi-tasking. They are eager to learn, but they want to learn incompatible ways and keep up with the digital age. Teaching methods that bridge the generational divide and adapt to modern techniques that will reach today's students will benefit teachers in the long run.

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Hypermobility Students Motivation on Writing through Weblog

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ABSTRAK
Teachers and students' use of digital tools in the classroom has been impacted by recent technological advancements. The motivation of 32 second semester students in an EFL writing class to use their digital resources in class was examined using a Weblog and analyze by quantitative method. More than a third of college students are highly motivated to write, according to our research, and their lecturers use their existing knowledge to support digital pedagogy. Blended learning and online are widely used to distribute materials, and it is well-known that students perform various tasks in their English learning using digital and non-digital tools. Students of writing and communication should receive more specialized instruction on the use of digital resources, including more support for the creation of crowdsourced best practice repositories and a more deliberate approach to the development and selection of digital resources, according to our recommendations. collect data on the field's use of digital resources in a systematic manner and use digital tools with precision.
Keywords: Digital writing, EFL, Motivation and Weblog

Introduction

It's hard to avoid thinking about teaching and learning in two ways when we're discussing virtual classrooms: When we hear the word "teaching," we think of synchronous learning, which occurs in traditional brick-and-mortar schools. When a teacher delivers an instruction in front of a group of students, they all hear it at the same time. Within the time constraints of the class period, students practice and apply what they have learned. However, in remote or hybrid learning scenarios, synchronous learning can be done via video

conferencing platforms such as Zoom or Google Meet. Asynchronous learning, on the other hand, is pre-built and made available to students through a learning management system (LMS) at predetermined time intervals, such as one day, one week, or one unit. In many online schools, students have access to all their built-in coursework, units, or modules and can work on them at their own pace Al Yakin, A. (2019) and Al Yakin, A., et al. (2022).

During Covid 19 the various methods we use to convey information and construct meaning have continued to evolve. Researchers in Indonesia are increasingly focused on using technology to help students improve their writing abilities at the university level. N Meaning making and communication have undergone significant changes as a result of technological advances. Writing, pictures, and music are common means of conveying meaning in modern communication (Kress 2010). As a result, our writing style evolves. Due to the rise of the digital age, writers now have more options for drawing. Finally, there has been a shift from the undeniable authority that provides guidelines for semiotic action in education to the communication and knowledge produced by anyone, at any time. These changes make it important to discuss how meaning in education is created and to raise questions about the potential and challenges of using digital tools in education (Barton 2007; Kress 2010).

Writing is a critical tool for exchanging ideas, describing concepts and events, and presenting data in a clear and concise manner (Flower & Hayes, 1980). EFL middle school contexts also place a high value on writing. Secondary school writing instruction emphasizes the importance of improving students' writing abilities, but many students still struggle with the process. When they must write in English as a second language (EFL), the task becomes more difficult. Several studies have found that high school students who are writing in their first language (L1) need to plan for, monitor, and evaluate their writing to improve (Olson & Land, 2007). Students of English as a foreign language (EFL) should be given the same opportunities to develop their writing skills using various writing strategies and digital writing applications. In addition to providing students with easy access to digital writing tools, educators in colleges must also provide

instruction on how to make the most of the technology. Björkvall and Jacquet (2014) suggest that one way to get started is to highlight the benefits of using digital writing tools. When it comes to writing, college students can benefit greatly from the affordability that digital stationery provides, according to the research presented in this article. Allowances are seen as relational, meaning that the conditions under which something can be done are shaped by the available capabilities. According to Kress, G., Selander, S., Saljö, R., & Wulf, C. (2021) students' ability to act independently and actively participate in writing activities in a university setting is referred to as their "agency". It is also seen as something that can be achieved in and through certain situations, such as writing student narratives in the classroom (Biesta and Tedder 2006).

The ability to communicate effectively in English is an absolute necessity in the twenty-first century. Many educators, particularly those who teach English, are searching for the best way to improve their students' English proficiency. In the past few years, they have shifted their teaching methods significantly from the traditional one, using technology tools to help students improve their English language proficiency. The use of technology in the teaching and learning of English language skills to meet countries' demand and expectation has been studied in various ways to improve the quality of education and pedagogy among students and teachers worldwide (Muslem & Abbas, 2017; Qader & Yalcin-Arslan,; 2019; Danaher & Schoepp, 2020; Apriani et al, 2022; Apriani et al, 2023; Muthmainna et al, 2022; Muthmainnah, 2023)). It is critical to be able to express oneself clearly in written English. For non-native English speakers, writing in English is a challenge.

There is a slew of elements that students must master before they can write an essay in the English language. You should know how to use the dot, question mark, capital letter, and so on in your writing. Cooperative learning, think-pair-share, contextual teaching and learning, communicative language teaching, and group discussion have all been used to improve students' writing skills (Muslem & Abbas, 2017). There is a problem, however, with students' ability to write clearly and smoothly. Teachers and students benefit from using

technology devices in the classroom, as research shows. As a non-native English-speaking country like Indonesia, the use of media technology in the teaching and learning process has numerous advantages. For the sake of instructing students in English as a foreign language, university professors must be technologically savvy (Oliver & Goerke, 2007; Arslan, R.Ş., & Şahin-Kızıl, A. (2010).

Using technology in the classroom to teach English not only improves students' language skills, but it also increases their motivation to learn the language (Fatimah & Santiana, 2017). When it comes to teaching and learning English, a Weblog is a fantastic medium to use instead of simply using the computer as a substitute teacher (Ward, 2004; Dashtestani, 2018). At Universitas Al Asyriah Mandar, English, and specifically writing skills, have never been taught using this medium. Traditional teaching methods are used by university professors to help students improve their writing skills. It's a series of activities that include Blogging, comments, and peer feedbacks, according to Ward (2004). For this assignment, students are expected to write posts or entries to which their classmates or the general public can respond. When students correct each other's writing, they become more aware of their own mistakes. Peer feedbacks facilitate this process. Computers, YouTube, video, tape recorders, PowerPoint presentations, and mobile phones have all been used in the classroom to teach and learn English at the high school and university levels, to name just a few. The focus of the study presented in this article arises from the challenge of providing opportunities for all students to take advantage of the possibilities of digital writing in writing using weblogs. Thus, the purpose of this article is to discuss and understand how weblog-based digital writing technology motivates students to write.

Methods

The purpose of this study was to learn more about the benefits that digital writing instruments provide to students, as well as student motivation. Since digital stationery requires students to have access to the Internet, it is necessary to explain how students relate to student access to digital tools and mobilize motivation in writing. Quantitative

methods were used in the research design of the study to achieve this goal. An online survey was included in this study to collect data on digital access for students taught by weblogs.

Participant

A total of 32 second semester students participated in the study. One class from the Indonesian language education study program was selected as the group of informants for this study with the following criteria: participants must be familiar with digital writing. Therefore, there is no possibility of a class where students are only allowed to use digital tools in the classroom.
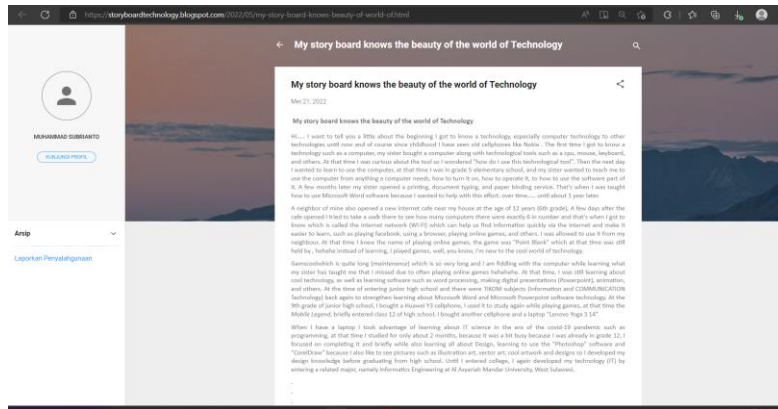
Procedure

Data analysis was carried out. There were only a few students in this study, so the findings only apply to certain groups of students and cannot be generalized. 32 students were given the opportunity to take part in the poll. It was the unanimous answer from the students. One of the reasons for the 100% response rate is that I personally visited most of the classes and participated during the lessons when students filled out the questionnaires. The 16-question survey was derived from the study's research questions. After several introductory questions, respondents were asked to rate their comfort level using digital tools in writing using a Weblog.

Questions focused on the frequency with which people used Weblogs. In addition, the survey asked about the effect of weblogs on motivation to write. Survey responses were written by the participants. Students were asked about the use of Weblogs both at home and at school using a questionnaire. To begin, the data is encoded by allocating numeric values to various responses. The data is then cross tabulated to check for trends. These questions are answered using a frequency distribution. (Miles et al. 2014).

Results

In this section, a description of student access to digital tools is provided. The findings from the open-ended questions in the questionnaire were then presented, according to the affordability categorization. Finally, these empirical findings are then interpreted

and analyzed in relation to the level of student motivation in writing with Weblogs.

Picture 1. Students Weblog
https://storyboardtechnology.blogspot.com/2022/05/my-story-board-knows-beauty-of-world-of.html

The questionnaire in this study has the aim of knowing the responses of students regarding the learning process carried out by the teacher during treatment using blog media. Questionnaire is given at the end of the research process.
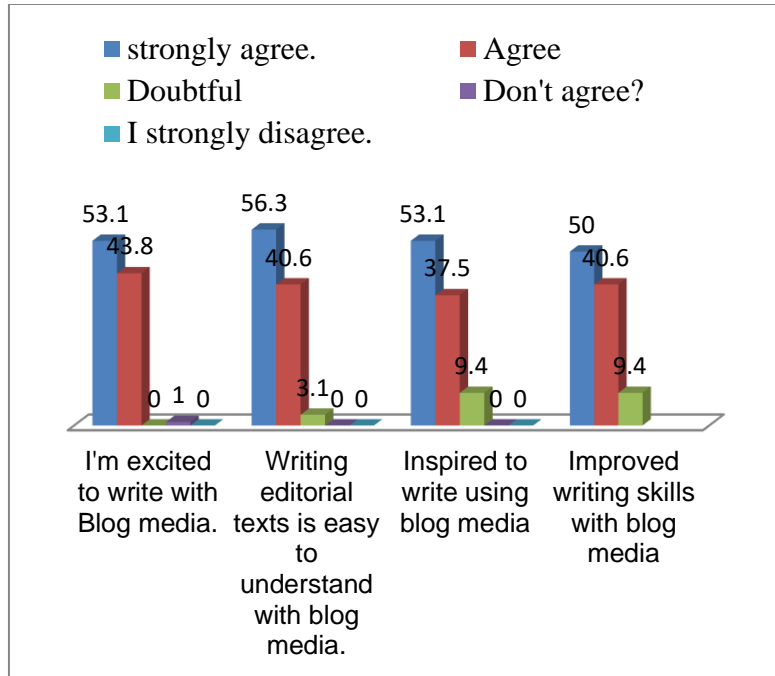
Diagram 1. Enjoys writing on a blog, and blogging inspires students to write more.

Diagram 1 shows that of the 32 students who "love learning to write using blog media," 17 students strongly agree, 14 students agree, there is no doubt, and only one person disagrees with a percentage of 3.1 percent. Strongly disagree statements do not exist. based on this data. As for the next question, "Writing editorial texts is easy to understand with blog media," up to 18 students strongly agree (56.3 percent), 13 students agree (40.6 percent), and there is no doubt 1 student with a percentage of 3.1, while no statements of disagree and strongly disagree are made. 17 students strongly agreed with the statement "I am motivated to write with the use of blog media," while 12 students agreed, and three students were unsure. 9,4 percent agree, no one disagrees strongly or doesn't agree, and the rest are unsure. Of16 students strongly agreed, 13 students agreed, and three students were undecided on the last question, "Writing skills improved with blog media," with a percentage of 50.0 percent. There are no statements of disagreement or strong disagreement from the students.
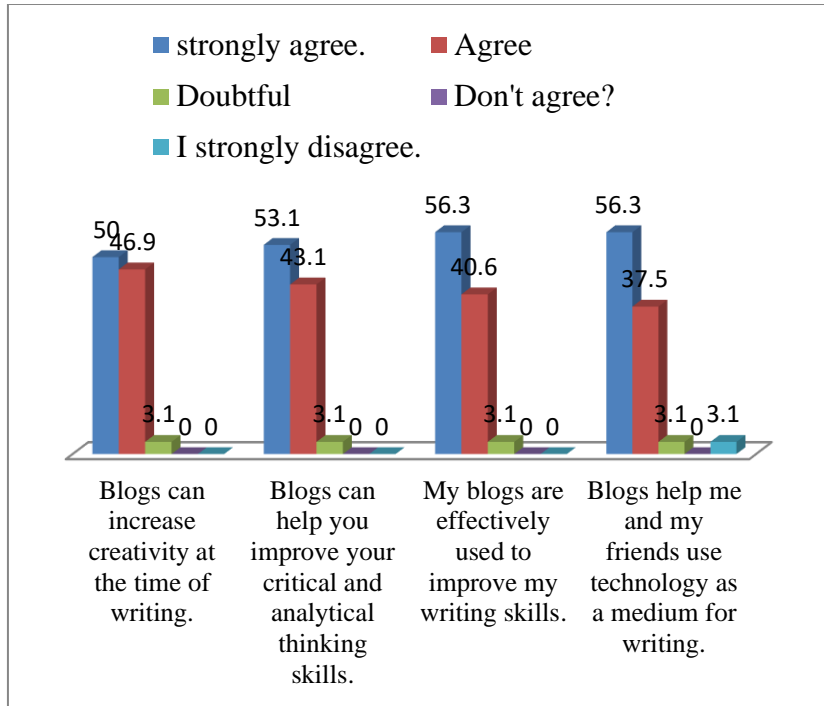
Diagram 2: Mobility of Students' critical and analytical skills on an issue

From the data in diagram 2, we can see that among the 32 students who said that "Blogs can boost writing creativity," only 16 (or 50%) agreed strongly, 15 (or 46.9%) agreed, and 1 (or 3.1%) is unsure, while no students disagreed or strongly disagreed. This contrasts with the 100% agreement and 100% agreement percentages in diagram 1.

On the second question, "blogs can improve your critical and analytical skills on an issue," 17 students strongly agree (53.1 percent); 14 students agree (43.8 percent); 1 student is uncertain (3.1 percent); and there are no statements of disagreement (strong disagreement) or disagreement (strong agreement). In response to the third question, "Blogs are effectively used to improve writing skills," 18 students strongly agree (56.3 percent), 13 students agree (40.6 percent), and 1 student is unsure (3.1 percent), but there are no statements of disagreement or strong disagreement.

Among those who strongly agree with the statement "blogs help me and my friends use technology as a medium for writing," 18 students agreed with a percentage of 56.3%; 12 students agreed with a

percentage of 37.5%; one student disagreed, but only with a percentage of 3.1; there is only one person who strongly disagreed, but only with a percentage of 3.1%.
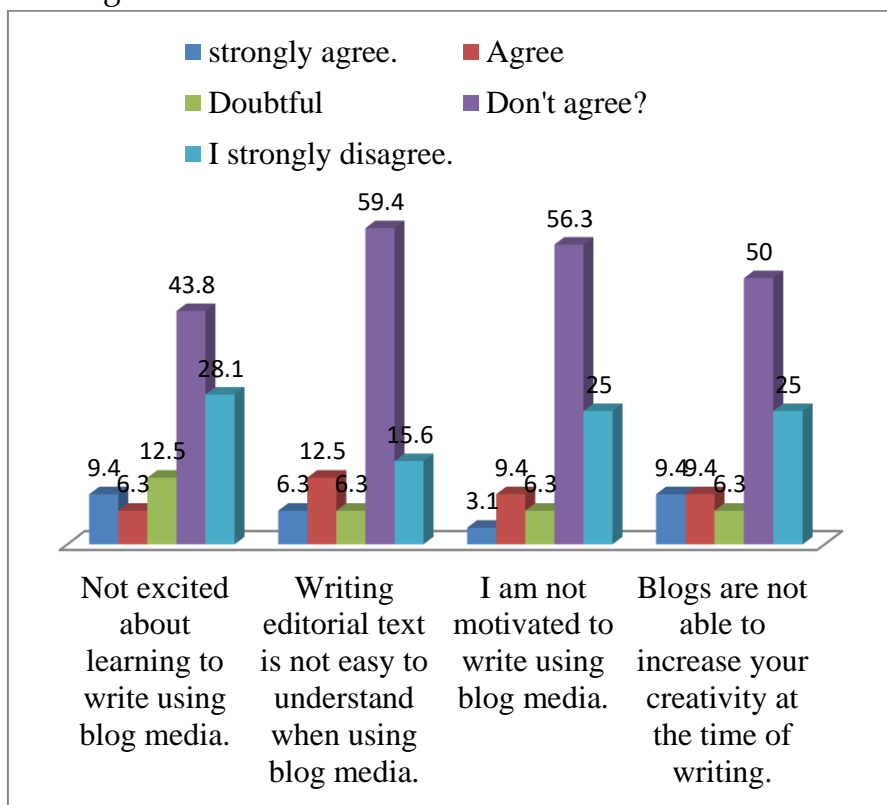
Diagram 3. Weblogs' mobility and creativity in writing.

Of 3 students strongly agreed with as many as 9 students, 2 students agreed with as many as 2 students, and 4 people were in doubt, while 14 students disagreed with as many as 14 students and 9 students strongly disagreed with as many as 9 students. As many as 2 students strongly agreed with the statement that "writing editorial texts is difficult to understand when using blog media," while the statement disagreed, there were 19 students with a percentage of 59.4 percent, and strongly disagreed, there were 5 people with a percentage of 15.6 percent.

One student strongly agreed with 3.1 percent of the 32 students who stated that "not motivated to write using blog media," while three students agreed with 9.4 percent, and two people were in doubt with

6.3 percent. The statement disagreed with 18 students with a percentage of 56.3 percent and a statement strongly agreed with 8 students with a percentage of 25.0 percent. A statement strongly disagrees with 8 people out of 32 students who stated that "blogs are not able to increase creativity when writing," according to the data from 32 students who stated that the statement was true. There are two doubters and 16 students who disagreed with the statement.
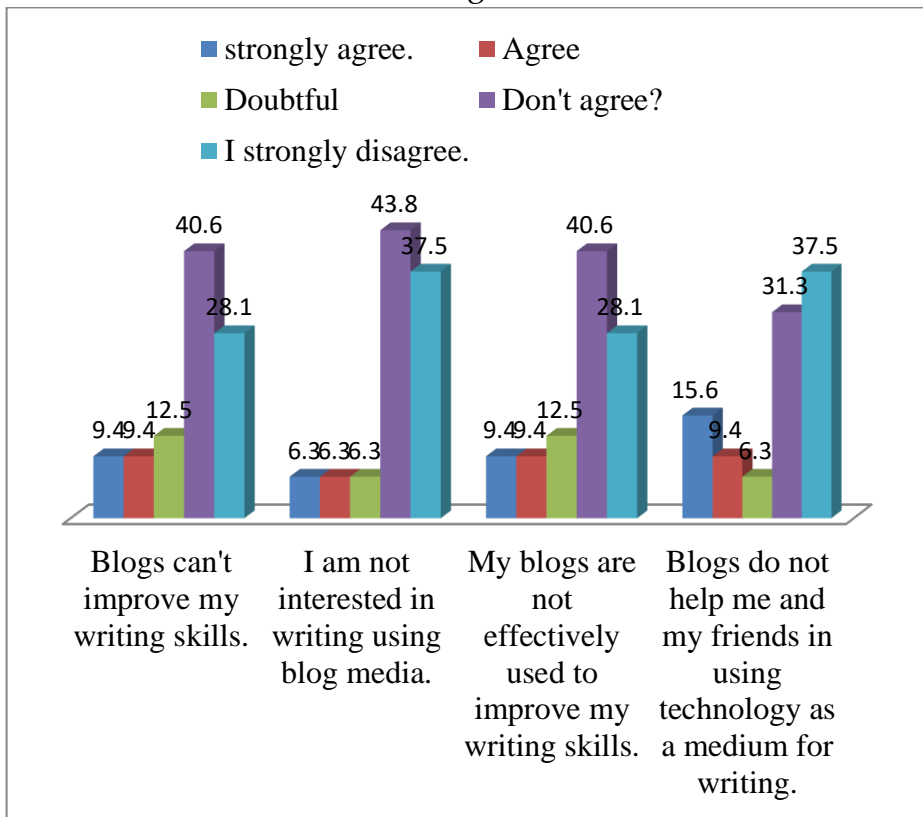
Diagram 4. Weblog improves students' writing skills

In diagram 4, it is clear that of the 32 students who stated "Blogs are not able to improve my writing skills," strongly agreed with as many as 3 students with 9.4 percent of the vote, agreed with as many students with 9.4 percent of the vote, doubted as many students with 12.5 percent of the vote, and agreed with as many as 3 students with 9 percent of the vote. Of 32 students who stated that "not interested in writing using blog media" strongly agree with as many as two

students, with a percentage of 6.3%. 2 students, or 6.3 percent of the class, can be in agreement. Two students are unsure of their answers. There are 14 students with a 43.8 percent disapproval rate, and 12 people with a 37.5 percent disapproval rate, who disagree with statements.

The survey "Blogs are not effectively used to improve my writing skills," strongly agreed as many as 3 students with a percentage of 9.4 percent, agreed as many as 3 students with a percentage of 9.4 percent, there is no doubt 4 students with a percentage of 12.5 percent, while the statement disagreed, there were 13 students with a percentage of 40.6 percent, and the statement strongly disagreed, there were 9 students with a percentage of 28.1 percent. Students who stated that "Blogs do not help me and my friends in using technology as a medium for writing" are more likely to strongly agree than those who are more likely to agree.

Discussion

The use of the use of Weblogs is believed to be able to support student mobility during EFL learning process, including writing skills. The results of the study show that as a digital tool, it focuses on learning activities centered on students to explore their creativity. This finding is in line with Naibaho, L. (2019) who suggested that student-centered teaching and learning activities can carried out to deepen students' understanding as and explore their creativity by integrating it with online application application namely Weblog.

Students' writing skills and their motivation to learn writing skills through Weblogs are the main objectives of this study. The findings of this study indicate that Weblogs mobilize students in improving their digital skills and writing motivation is greatly increased because the teaching and learning process is carried out according to the plan. In addition, students can now communicate with each other via blogs, commenting on each other where they can write and discuss. When two people are working together, they can double check their work to make sure they have given their all. Students' skills and motivation increase when they collaborate and use technology in their education. Moreover, the findings of this study are consistent with previous

research which found that student outcomes improved when they used digital technology and received peer support (Kim & Bae, 2020).

In addition to increasing student motivation and learning outcomes, the use of ICT or digital technology has also increased the mobility of lecturers in integrating ICT (Gómez-Parra & Huertas-Abril, 2022).

Weblogs have four advantages over traditional language learning. First, it encourages students to take more responsibility for their own education by giving them the opportunity to do so, access and use it. Second, encourage students to improve their reading and writing skills. Third, encourage students to interact with each other. As a final step, promote the use of the Internet and the Web among students. Using Language Assisted Learning Weblogs allow students to interact and exchange with one another to identify their preferences and even explore new topics. It is also a benefit of blogging that "if they know that more people are reading and writing for them, it creates more engagement" (Kung, 2018).

Currently, college students prefer to use technology to participate in their activities. Technology is an important language teaching tool in this regard because it can increase students' motivation, according to several researchers (Hernandez 2017). They are well-versed in digital literacy, creative thinking, higher-order reasoning, effective communication, and high output. For students to improve their language skills, including their ability to write, these resources are essential. One of the most contentious issues in foreign language teaching was the use of technology, including media formats, in writing classes.

Motivation is an important part of the learning process, as is the ability to focus. The use of appropriate media technology is very important. Students' desire to learn can be encouraged through the application of appropriate technology (Spector & Park, 2017). In the opinion of the students, Weblog is an excellent method for teaching writing in the classroom. Blogging activities, which include writing articles, commenting, and providing peer feedback, were found to be motivating activities to improve writing skills. As a result, this research has provided students in higher education with important new

strategies and media to improve their writing skills. As a result of this research, mobilize students' motivation in digital writing by using Weblog.

Using media formats, which are the physical representations of content, helps students learn. When it comes to learning a language, visual media is often used. Whether it's on a computer screen or a whiteboard, diagrams can include anything from photographs to cartoons and everything in between (Smaldino, Lowther, Mims, & Russell, 2015). Using this media, students can learn in a way that is consistent with their digital-native character. EFL students can use visual media to express themselves to communicate with other people.

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Policy Content as a Determinant Factor in Waste Management at Sidenreng Rappang Regency

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Abstract

The Waste Bank Program is a program contained in Presidential Regulation No. 97 of 2017 concerning National Policies and Strategies for the Management of Household Waste and Waste Similar to Household Waste. A waste bank with a 3R system has a high priority in waste management by focusing on preventing waste generation, minimizing waste piles by utilizing goods that still have usability, and waste that can be decomposed biologically. This study aims to determine the policy content in determining the success of the waste bank program in waste management in Sidenreng Rappang Regency. The research method was carried out with data collection techniques, observations, and interviews with several informants. This type of research is descriptive qualitative using Miles and Huberman analysis techniques, namely data reduction, data display, and conclusion drawing. The results of the study indicate that policy content as a determining factor in waste management has not been implemented optimally. This is because the management mechanism is still experiencing several obstacles, such as assistance that is not carried out routinely and technical assistance that is not given much attention, training that is rarely carried out or even not carried out, as well as monitoring and evaluation that is not carried out routinely.

Keywords: Public Policy, Governance, Waste Bank Program

Introduction

The increasing number of people every year is directly proportional to the amount of waste produced, this is caused by the increasing level of public consumption resulting in waste, one of which is solid waste, better known as garbage. The Ministry of Environment and Forestry (KLHK) in CCN Indonesia stated that the national waste amount reached 68.5 million tons in 2021 and South Sulawesi was one of the 10 provinces with the most waste generation that year. Sidenreng Rappang is one of the regencies in South Sulawesi that contributes a fairly large number of waste generation. In 2019, the amount of waste generated in Sidenreng Rappang Regency was 44,087.54 tons, then it will increase in 2020 to 48,328.34 tons, and in 2021 the waste generation

will be 46,718.91 tons. So that in a period of three years Sidenreng Rappang Regency has a waste generation of 139,134.79 tons.

Waste that is not handled properly will be a problem for the environment, stakeholders, and even the country. So that waste management as a form of countermeasures has been regulated in Law no. 18 of 2008 concerning Waste Management and Presidential Regulation No. 97 of 2017 concerning National Policies and Strategies for the Management of Household Waste and Types of Household Waste. One of the government programs in the Presidential Regulation of the Republic of Indonesia No. 97 of 2017 which is the target of reducing and handling household waste and waste similar to household waste in 2017-2025 is a waste bank with the Ministry of Environment and Forestry as the main sector and supported by the provincial and district/city governments.

A waste bank is a location where people can dispose of their waste and then recycle it with a *reduce, reuse*, and *recycle* system so that it can be reused (Kusumantoro, 2013). The waste bank which is used as a container in managing waste from a small level is the basis for the formation of a district/city waste management network. Furthermore, the waste bank according to the Minister of the Environment No. 13 of 2012 using the 3R concept with performance standards, namely, serving waste savers, accepting organic and inorganic types of waste, the number of customers has not decreased, socialization is at least once in three months, and there is a waste management process at the waste bank. So that these performance standards become the basis for the waste bank to carry out its role as an alternative to waste management.

In 2019 the number of unit waste banks in Sidenreng Rappang Regency was 33 units. Furthermore, in 2020 the number of Sidenren Rappang Regency increased to 36 units. Meanwhile, in 2021 the number of waste banks remaining is 16 units. As for the main waste bank, Sidenreng Rappang Regency only has one in 2019-2021. Although it has several waste banks every year, based on data obtained from several research results that there are still urban villages to sub-districts that have problems with waste management, this is supported by empirical facts which show that there are still many people who

litter. Garbage strewn on the roadside to rivers is used as an alternative place for garbage disposal, "this happens because of the lack of waste shop provided and there are not even any, besides that many people do not know about the existence of waste banks" (said one community). Besides, what happens in the community is not in line with Regional Regulation no. 7 LD.2016/TLD.2016/No.49 concerning Waste Management which states that in order to improve public health and realize a clean and healthy environmental quality, it is necessary to carry out integrated and comprehensive waste management from upstream to downstream as well as in the context of handling waste in an integrated manner. comprehensive and integrated, it is necessary to involve the participation of the community in a proportional, effective and efficient manner.

So that it needs to be scientifically tested by conducting an in-depth study related to the waste bank program policy. Therefore, researchers are interested in conducting research with the title "Policy Content as a Determinant Factor in Waste Management at Sidenreng Rappang Regency".

Methods

This type of research is descriptive qualitative which aims to obtain an overview related to the policy content that determines the success of waste management in Sidenreng Rappang Regency using the 3R principles, namely reduce, reuse, and recycle. The informants in this study were the Head of the Environmental Service of Sidenreng Rappang Regency, Non-governmental organization, and several community leaders of Sidenreng Rappang Regency.

Data processing Techniques and Instruments

Data collection techniques were carried out through observation and interviews, while the research instruments used were observation guidelines and interview guidelines.
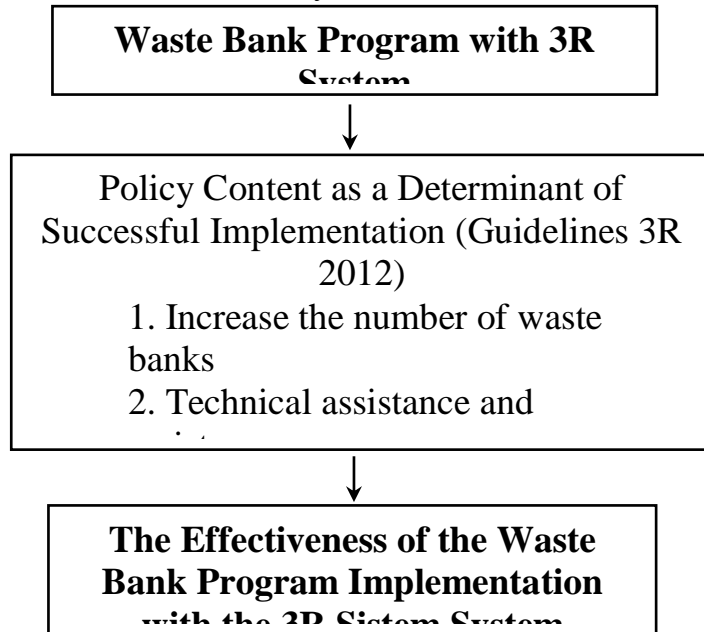
Data Analysis Thecnuqie

The data presented in this study are in the form of data from observations and interviews which are then analyzed using the interactive analysis model of Miles and Huberman (2014) in the form of Data Reduction, Data Presentation, and Drawing Conclusions.

Results and Discussion

Analytical Framework Model

The analytical framework model in this study aims to analyze the effectiveness of the waste management program in Sidenreng Rappang Regency by looking at the 3R Guidelines through the Waste Bank program. The model of the analytical framework used is as follows.

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┌─────────────────────────────────────────┐
│      Waste Bank Program with 3R          │
│                 System                    │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│      Policy Content as a Determinant of   │
│   Successful Implementation (Guidelines 3R│
│                  2012)                     │
│      1. Increase the number of waste       │
│      banks                                 │
│      2. Technical assistance and           │
│                                            │
└─────────────────────────────────────────┘
                    ↓
┌─────────────────────────────────────────┐
│      The Effectiveness of the Waste        │
│      Bank Program Implementation           │
│      with the 3R Sistem System             │
└─────────────────────────────────────────┘
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The Waste Bank Program is a program contained in Presidential Regulation No. 97 of 2017 concerning National Policies and Strategies for the Management of Household Waste and Waste Similar to Household Waste. A waste bank with a 3R system has a high priority in waste management by focusing on preventing waste generation, minimizing waste piles by utilizing items that still have usability, and waste that can be decomposed biologically. The program is expected to have a positive impact on the environment, society, and health aspects. The implementation and performance of the waste bank program is certainly greatly influenced by several aspects.

The Center for Public Policy Transformation considers that there are two factors that cause the ineffectiveness of waste bank development. These factors include managerial capacity problems in

the form of weak support for strengthening managerial capacity and training on waste processing and management, causing waste bank performance to be less effective and even unable to operate. Next is the capital factor of the waste bank which is not running well, while the existence of the waste bank has great potential in improving the economic aspects of the community.

Increase the Waste Bank

The government has an important role in waste management through the waste bank program, including in the process of establishing a waste bank. Based on the Minister of Environment Regulation No. 13 of 2012 Article 7 paragraph (3) states that the district/city government implements 3R activities through waste banks by increasing waste banks, so that the development of the quantity and quality of waste banks should increase every year. However, based on the data obtained, this is inversely proportional to what should have happened, the number of waste banks in Sidenreng Rappang Regency experienced a drastic decrease in the number of units in 2021. The number of waste banks which reached 36 units in 2020 fell to 16 units in 2021.

Accompaniment and Technical Assistance

The problem of technical assistance and assistance carried out by the district/city government, especially by the Environmental Service of Sidenreng Rappang Regency on the management of the waste bank unit is considered less effective and not optimal. This was due to the 23 units of the waste bank which were considered abandoned because they were not operational until they were closed, the incoming waste was at 0.00 so that there was no waste to be managed. In the last 3 years, namely 2019-2021, waste bank management assistance is rarely carried out even for socialization of waste management only once a year, namely in May 2018 and November 2021.

Training

Weak support for managerial strengthening and training for waste bank managers in Sidenreng Rappang Regency has resulted in

the quantity of waste bank units decreasing drastically in 2021. "The community is expected to increase their understanding of waste management, especially household waste," said the Head of the Sidenren Regency Environmental Service. Rappang. However, the cultivation of awareness without being followed by the provision of knowledge through training is still considered not enough to be able to carry out waste management properly and effectively, especially with the management of waste bank management which is not widely known by the people of Sidenreng Rappang Regency. Lack of public knowledge about the existing waste bank resulted in a lot of garbage scattered in the surrounding environment, one of the people admitted that they often throw garbage on the side of the road and make rivers as an alternative place for garbage disposal because there is no other choice as a dumping ground.

Waste Bank Monitoring and Evaluation

The implementation of routine monitoring and evaluation certainly plays an important role in the development of waste banks. However, the reality is not in accordance with what is expected and mandated in the Regulation of the Minister of the Environment No. 13 of 2012 Article 7 paragraph (3) is the cause of many waste banks that are no longer operational. Monitoring the waste bank is certainly a form of control from the government to the management or waste bank manager so that the waste bank program can run optimally. The socialization of the importance of waste management that is not carried out routinely, assistance and training that is not paid too much attention is evidence that the waste bank program is indeed not paid enough attention by the Sidenreng Rappang district government, therefore waste banks that are not monitored and whose management is not paid attention will be neglected and slowly no longer operating.

Conclusion

Based on the results and discussions that have been described previously, it can be concluded that the waste bank program in Sidenren Rappang Regency has not been implemented effectively, this is because the management mechanism is still experiencing several

obstacles such as assistance that is not carried out routinely and technical assistance that is not paid much attention, training that is rarely carried out or not carried out, as well as monitoring and evaluation that is not carried out routinely.

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Commodification in the Media Industry in the Era of Convergence
(Study of Media Workers in Makassar)

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Abstract

Tribun Timur and Harian Fajar continue to develop business and innovation to adapt to the growth of the media industry and new media technology, especially in the current era of convergence. This research uses a critical paradigm through a qualitative approach with a case study method. The results of this study stated the commodification of media workers (journalists) in the mass media industry in the era of convergence with case studies of the East Tribune and the Dawn Daily. The researcher developed the framework of thought from the political economy theory of communication, through commodification. This research reveals that the growth of the East Tribune and Dawn from a print media to a conglomerate is an accumulation of capital in accordance with capitalist goals. In the multiplication of capital and implementing the convergence of editors, there is a commodification of workers (journalists) through various activities, both additional working hours, low wages, pursuit of targets, double duty, marketing obligations captured by journalists and adaptation. The forms of commodification that occur are the exploitation of the body, the exploitation of the economy, the exploitation of leisure, and the exploitation of abilities.

Keywords: Commodification, Media Industry, Convergence

Introduction

The development of internet technology brings changes to various aspects of life in society. The change was not only in terms of economic, social, and political aspects, but also had an impact on the transformation in the media industry. These changes include changing mass media from print to online, and in other digital forms. This transformation also quickly changed the work patterns of management and business in it.

Media such as Fajar and Tribun Timur are one of the media in Makassar that continue to transform in the development of technology. These two media in addition to carrying print media, online and digital media are also selling in this digital industrial era. The tribune media that converges with online media under the tribunnews banner is the

media that is ranked in the top third with the most accessors every day. Likewise with Fajar by carrying online fajar.co.id, based on rankings on Alexa, March 2022, became the 165th ranked online media on a national scale.

The determining factor for the increase in the number of viewers of these two media cannot be separated from the concept of media being carried out. Targeting millennials as target readers has encouraged Tthousandn and Fto teach to adjust their content. In addition, the concept of convergence that maintains conventional media and e-paper versions is also an advantage that other digital media do not have today.

However, researchers suspect that there are increasingly demands on media workers in carrying out their duties. Journalists who have been working in print media are used by their energy to produce news and designs on online media and other media devices. In fact, not a few of them are also functioned as marketing personnel. The growing demands on workers boil down to the interests of the owners of capital in pursuit of profits.

The pattern of the media business run by Fajar and Tribun has been in accordance with the criteria based on vincent mosco's political economy point of view. Vincent Mosco (2009:138) distinguishes three concepts of political economy formation, namely Commodification, Spatialization, and Structuration.

Karl Marx (1818-1883) criticized the economic and social state of society in the system of capitalism a lot. He sought to develop thoughts to improve the economic and social conditions of society, which he referred to as scientific socialism (Budiardjo, 2008: 140). The economic essence of capitalism, according to Marx, is to hunt for as much profit as possible. The owner of the capital always receives a profit in the process of exchanging it. The profit is not obtained by the usual way of exchange, but by suction. This suction peculiar to capitalism by Marx is called surplus value, that is, the value given by the laborer beyond what he needs (Sindhunata, 1982: 45).

The development of information and communication technology has also brought about widespread changes in society. The invention of the printing press, telegraph, radio, television and the Internet had

a significant influence on their respective times. Such influence also occurs in media management practices and journalism.

The Internet is driving the information revolution. The development of the internet in terms of technology and the number of users has brought significant changes in society. Internet technology continues to develop on the network side, communication devices, and available service features. These technological advances carry far-reaching implications, which in the media industry gave birth to the development of multimedia. The development of technology also allowed the emergence of online media that have their own characteristics and tendencies, in contrast to conventional media such as newspapers, radio, and television (Pavlik, 1998: 133). The characteristics of online media include convergence, hypertext, interactive, reader centric, many sources-many audiences (many-to-many), instantaneous (real time), and relatively unlimited space.

In addition to technology, economic factors also influence the practices of managing media, newsrooms, and journalism. Economic determinism puts the legitimacy of modern society depending on two things: prosperity and economic growth. All tend to be measured from an economic perspective. This kind of atmosphere affects the development of the media, namely the occurrence of competition that seems to ignore ethics. Only utilitarian ethics still allows loopholes in ethical considerations (Haryatmoko, 2006: 57).

New media technologies allowed the birth of media convergence and redaction convergence. Journalists are required to seek and report information to meet the needs of various media platforms. Journalists must be able to find and convey information quickly in real time in order to compete with other media.

Technological advances and short-term logic together are increasingly pervasive in the media industry due to the demands of a new capitalism that wants everything fast-paced and instantaneously supported by advanced information and communication technologies. The media managers certainly have to adjust to the situation, including the reporters in the newsroom. This condition makes media workers or journalists a means of production to increase profits to the maximum.

Based on the findings above, researchers are interested in conducting more in-depth research on the political economy of communication in the two media that developed in Makassar. The focus of this study is to analyze the praktik and the form of commodification of workers carried out by Fajar and Tribun in carrying out their functions as a medium that has converged in the digital era.

Commodification of Workers

The processes that occur in the media industry cannot be separated from the role of workers. They carry out the task of not far from producing and distributing media through all communication channels to existing audiences. With the current technology, media distribution is much easier to do and easier to touch the audience than the distribution process that has been carried out by conventional media. However, it is also directly proportional to the commodification of workers carried out by the media industry.

The media industry also places media workers or journalists like other sector workers. They must work effectively and efficiently with high productivity to support the achievement of the company's targets in pursuit of maximum profit. The political economy of communication focuses attention on how capitalist control and media commercial support tend to serve the interests of the elite, which not only becomes a curse for society, but also the main values of democracy (McChesney, 1998: 7-8).

In Mosco's view, the commodification of workers is the difference that occurs between the workload and the wages provided by the company. Because media companies often give more than one work responsibility to a worker. This means that the company does not need to pay two workers to carry out two responsibilities so that the company's burden on paying wages can be reduced.

Commodification occurs through a production process in which capitalists buy commodities of labor power and means of production to produce surplus value that can be used to accumulate even more capital. During the development of capital, exploitative processes occur. Labor commodities are reproduced through absolute

(additional hours of work) and relative (intensification of labor processes) processes that increase exchange rate gains for capitalists (Mosco, 2009:131).

In the study of communication, this perspective of Mosco has become one of the important perspectives on political economy. Since the 1940s, this approach has guided many communication studies in the world and continues to develop until now. Mosco (2009: 2-3) defines political economy in two senses. In a narrow sense, political economy is the study of social relations, in particular power relations, which together form the production, distribution and consumption of resources, including communication resources. In a more general and ambitious definition, political economy is the study of control and survival in social life.

There are four characteristics that characterize the idea of political economy, namely history, social totality, moral philosophy, and praxis (Mosco, 2009: 3-4). Political economy has always prioritized the goal of understanding social change and historical transformation. Political economy figures such as Adam Smith, David Ricardo, John Stuart Mill, describe the capitalist revolution, the great social changes that transformed an agricultural-based society into a society based on commercial, factories, and industry. Karl Marx responded to the initial debate of political economy that critically assessed the dynamic forces in capitalism and the relationship between capitalism and other forms of political economy organization.

The second characteristic of political economy is its attention in assessing society as a whole or the totality of the social relations that make up economic, political, social, and cultural life. The third characteristic is its commitment to moral philosophy, which means that this approach pays attention to the values that help shape social behavior and about the moral principles that are supposed to guide the effort to change it. The fourth characteristic is social praxis, or fundamental unity in thought and action. Adherents of political economy consistently see intellectual life as a means of carrying out social change and social intervention as a means of developing science.

According to Marx, there are dimensions that indicate that a worker has undergone commodification. The dimensions that can be

experienced gradually or at the same time by the worker are exploitation, reification, alienation, mystification, and naturalization (Poespowardojo & Seran, 2016:16).

This short-term logic puts the media in a dilemmatic situation. On the one hand, media idealism demands a role as a means of education so that readers, viewers, or listeners increasingly have a critical attitude, independence, and depth of thinking; on the other hand, economic pragmatism forces the media to adopt a fashion logic imprinted on the spectacular, sensational, superficial, and diverse messages (Haryatmoko, 2007: 30).

Media Convergence

Preston (2001) points out that media convergence provides a radical new opportunity in the handling, provision, distribution and processing of all forms of information visually, audio, data and so on. Media convergence not only shows the development of ICT (information and communication technology) in the media realm, but fosters a series of new consequences both on a theoretical and practical level. On a theoretical level, the notion of conventional mass communication seems to be worth reconsidering. Convergence causes significant changes in the features of conventional mass communication. Convergent media gives rise to new, increasingly interactive characters, (Severin and Tankard, 2001: 370). Convergent media causes the degree of massivity of the masses to decrease, because the communication is increasingly personal and interactive. McMillan (in Lievrouw and Livingstone, 2004: 164), the convergence of new communication technologies allows the creation of mediated interpersonal communication.

From the point of view of political economy, convergence also means opportunities for new professions. konvergency provides a new opportunity for convergent media managers to expand public/audience options according to taste, due to the availability of a number of access options at once. Nevertheless, convergence also has the opportunity to create a new dominant group that will become the overlord of the market.

Different media sectors will merge and bring the conglomerate to life. In fact, when ownership both vertically and horizontally has been controlled by a group, the further excesses are always unpleasant. Convergence can be used for the benefit of certain groups to spread political ideas more freely than conventional mass media.

For financiers affiliated with political groups, convergence provides an open opportunity to transform certain political ideas to garner public votes. This means that media convergence also has the potential to become a monopoly medium, a new hegemony for economic and political forces to achieve unilateral gains. This kind of configuration of power can threaten the implementation of democratic life, because in essence the public voice tends to be recognized by the dominant power of the owners of capital as well as interest groups.

In the contextof culture, patterns of public behavior will change along with the development of convergent media (Rice, in Lievrouw and Livingstone, 2004: 105-124). The digitization of media causes the lack of importance of separating media content from the production, editing, distribution and storage side. The form and content of the media will change with the development of technology. Convergence will change the relationship between technology, industry, markets, lifestyles and audiences. Media convergence is an economic strategy, in which communications companies seek financial gain.

The pattern of media convergence that a number of national press companies have recently embraced, seems to be closer to the pattern mentioned by Grant and Wilkinson (2009), which includes the convergence of technology, multimedia content, ownership, collaboration, and coordination. Almost all press companies in Indonesia that have developed media convergence practices, depart from the ownership of multimedia content in the body of the same business group. Such as the content of newspapers, magazines, radio, television, and online. No wonder Murdock (2000), quoted by Hesmondhalgh (in Dwyer, Media Convergence, p. 27) categorizes convergence into three meanings, namely convergence of cultural forms, namely the combination of multimedia; convergence of corporate ownership as an economic and organizational phenomenon that appears at the level of corporate structure and strategy; and the

convergence of communication systems that describe digitized media technologies can be manipulated.

Research Methods

This research uses a qualitative approach with a case study method. Case studies can utilize a variety of sources in data collection. Yin (1994: 80) mentions six main data sources in case studies, namely: documents, archives, interviews, direct observations, participant observations, and physical artifacts. This study used data collection techniques with observations, interviews, as well as literature and document studies.

The focus of this research is the forms of commodification that have been carried out by the media in Makassar, especially in the media of Fajar and Tribun Timur. For data collection, researchers use primary and secondary data as data collection techniques. The primary data of this study are observations and observations that have been carried out by direct researchers. For secondary data, researchers used earlier journals as well as books containing information on Vincent Mosco's political economy. While this type of research is exploratory which is based on a critical paradigm.

Research Results

Harian Fajar and Tribun Timur are two media that are growing rapidly in Eastern Indonesia. Even though Fajar has entered the age of 32, the media under the banner of Jawa Pos Group continues to innovate in maintaining its readers. The same thing is also done by the East Tribune, the media under the banner of Kompas Gramedia also continues to create new innovations in this digital era. Fajar, in addition to still maintaining print media, this company also continues to converge by presenting e-papers, online media, radio and television. Tribun Timur is also like that, and continues to open branch offices in several provincial cities in the eastern part of Indonesia. This media converges by presenting new media, such as online stands, podcasts, and television streaming via YouTube.

But, through a critical approach, researchers want to expose concerns about what's going on in the media industry, especially in

newsrooms, which treat journalists exploitatively. For example, working time is longer and holidays are shorter. The positions of media owners and media company management are more decisive and dominant, while media workers are marginalized and dominated. However, many journalists consider the condition reasonable because it is a consequence of the work and profession of journalists.

Based on the facts and data collected, this studyreveals the application of convergence as an efficient effort that occurs in the two media, and an increase in profits, as well as the commodification of workers (journalists) in the convergence system.

Convergence of Media

Researchers hope that this research can reveal the form and process of commodification of media workers in Makassar, as well as contribute to efforts to change the condition of exploitative media workers in a prosperous direction. Researchers also hope that the results of this study will awaken interested parties to jointly change the conditions that maintain the forms of dominance and exploitation of journalists in the media industry.

Fajar Daily and Tribun Timur, two fast-growing media in Makassar, in addition to continuing to develop business through multimedia products, have also penetrated non-media businesses in several places. In terms of convergence, these two media also grew by establishing branch offices in several provincial cities in Eastern Indonesia. In addition, Tribun and Fajar are now more serious in developing their business through online and digital media. Thus, these two media companies must adapt to this trend and slowly leave print media.

The East Tribune was much ahead of developing online media although print media remained a concern. Meanwhile, Fajar chose to focus more on taking care of print media, although slowly changes were made through online and digital media. The convergence of the two media companies is carried out in the editor by publishing print news, pdf versions, and online media at the same time. The East Stand and dawn have a number of common reasons for choosing the editorial convergence system. In addition to the media, it must follow the trends

that occur in the media business, also the convergence system will give birth to synergy and efficiency. In fact, this change in the receding system is a must in the media industry.

From an operational point of view, media convergence requires media workers to be multitasking because the results of one news coverage are published in various types of media so that they are more efficient. The convergence of media on the scale of the local market is found in the newspaper networks of the East Tribune and the Dawn Daily. Koran Tribun under Kompas Gramedia Group is the largest local media network in Indonesia.

Koran Tribun consists of 20 newspaper titles published in 18 cities throughout Indonesia, located in one local media network known as PERSDA with a different managerial system but under the supervision of a director. All of them are the largest local media networks in Indonesia under the tutelage of the Kompas Gramedia Group (KKG Group) and are media that have been converged. The East Tribun newspaper has also implemented convergence with the naked eye, we can see with the East Tribun newspaper which has two forms, namely print newspapers and pdf versions of online newspapers (e-paper).

Fajar media has also been converging since 2003. The media under the umbrella of Jawa Pos Group has 24 print media, 5 television stations, and four radios. This media is spread in almost all cities in Eastern Indonesia. In this case, the innovation of the convergence of Fajar media is to distribute its news through print media as well as with online media, where the driving force is the internet.

Although it does not completely abandon print media, it can be said that Fajar utilizes the internet network in developing its media, because the rapid development of the internet has encouraged people to access online media easily through smartphones. Dawn's online media was created not to replace the print media published so far, and to switch completely to online media, but rather wanted to make a choice for its readers.

The convergence of editors in Fajar involves The Dawn Newspaper, Fajar Online, and a PDF version. The media also cooperates with Fajar FM and Fajar TV to distribute selected news, although the editors and management are different. Pro-duction

activities were changed from the original in each business unit to being unified in one newsroom. News production for all platforms is charged to individual desks or compartments, no longer on business units. The desk or committee is responsible for collecting news materials, writing and editing news for all platforms.

The same goes for the editors in the East Stand. Adhere to the system with one newsroom, one editor-in-chief, one policy, with two different versions, namely print and online. Although it has few human resources, but with one newsroom, the East Stand can work on many media platforms. This is what makes the convergence between print media and online media synergize with each other, so that in this convergence the East Tribune emphasizes more elements of efficiency and effectiveness.

Commodification of Journalists

Mosco (2009) said that commodification is related to the process of transforming goods and services from use value to exchange rate commodities in the market. Commodification occurs through a production process in which capitalists buy commodities of labor power and means of production to generate value. Regarding the commodification that occurs in the media, Mosco divides three forms of commodification, namely, the commodification of content, the commodification of audiences, and the commodification of workers. In this study, researchers focused on the commudification of media workers (journalists).

Many things cause communication to workers in the media; namely the addition of working hours, low wages, double duty without sufficient welfare, and the obligation to carry out promotions.

Related to the increase in working hours, journalists of Dawn and the East Tribune experienced this. Company management always tries to make workers always ready and have a complete commitment to the interests of the company. Management ensures that its workers think about and spend time and leave their energy only to the company. A journalist at Dawn and tribune often works up to 12 hours a day, simply because there is coverage to wait for later writing. In fact, journalists often work on holidays just to meet the needs of editors.

This condition is contrary to the provisions of article 77 paragraphs (1) and (2) of Law N0 13/2003 jo Law No. 21/2020 on labor which regulates 8 hours of work a day or 40 hours a week.

This conidition is not supported by adequate wages. Journalists do not get overtime pay or other compensation from working hours more than specified. Some informants revealed that the total salary of a new reporter (prospective reporter) only ranges from Rp. 1.5 million to Rp. 2 million per month. This figure is far below the minimum wage for the 2022 South Sulawesi provoinsi which reached IDR 3.1 million. In fact, since the Covid Pandemic toasted, not a few journalists in Makassar have had to receive wages of 50 percent of normal conditions. The Makassar City Journalists Alliance (AJI) released, that media like Fajar and Tribun Timur are paid that much, what about other media workers whose management is not clear?

A form of commodification also occurs in these two media outlets when journalists carry out reporting with a double burden. Journalists are required to carry out various tasks at once, from interviews, taking photos, video recordings, then writing reports and sending photos and video recordings. It is charged on the grounds of convergence. Exploitation is also carried out by assigning double duty in several positions or positions for senior journalists, including outside the editorial field. For example, the editorial board is given the dual task of handling human resources, corporate communications, or being a director/deputy director in a subsidiary company.

Another obligation imposed on journalists is to be a marketing and promotion team at the same time. Journalists were involved in the promotion of Fajar and Tribun Timur products through social media, and off-print activities. The involvement of journalists is also often charged to sell products/advertisements to relationships, both working hours and outside working hours.

Conclusion

In the midst of increasingly fierce competition and the support of all-digital technology, the demands on journalists in carrying out tasks in the field are also getting bigger. As a means of production, they must meet the interests of the owners of capital in order to make a profit of

the enterprise. The skills of journalists must be constantly honed along with the application of new technologies. Changes in editorial organizations, work patterns, demands and work culture must also be adapted to digital technology and the presence of media convergence.

As Vincent Mosco explained, commodification is the process of converting the function of goods and services into a commodity that has more selling value in the market. From this form of commodification, Mosco divides into three types, namely media content, audience, and workers. What researchers have already observed, Fajar and the East Tribune have carried out the practice of commodification, because it has changed the function of a good or service into a commodity that has more selling value in the market. Under these conditions, there is a commodification of media workers or journalists, which places them as a means of production in order to maximize profits.

In the convergence of media in the newsroom, the commodification of workers as journalists occurs through various activities that are not in accordance with applicable rules, in the form of additional working hours, unfit wages, and double duty both as journalists and as marketing personnel, promotions, and other forms of duty. This commodification continued as long as workers became journalists in both media.

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Lain-lain

Undang-Undang No. 13 Tahun 2003 tentang Ketenagakerjaan

Survei AJI*: Banyak Perusahaan Media Belum Menggaji Wartawan dengan Layak*

Development of Weaving Tourism Potential with Entrepreneurship-Based Community Partnership Model in Masalili Village, Muna Regency, Southeast Sulawesi Province

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ABSTRACT

Tourism as a catalyst to explore and preserve the culture of regional arts as a form of local wisdom in a community that has an attraction for tourists. Muna Weaving is an artistic cultural heritage that has potential as a tourist destination and can generate income for the community and the region. This research aims to determine the strategy for developing the potential of Muna weaving tourism and knowing the application of entrepreneurship-based community partnership models in Muna weaving development. This research uses a qualitative approach with a descriptive type of research. The data sources in the forms of primary and secondary data sources with data collection techniques through interviews, observation, documentation and literature studies. Data were analyzed by stages of data collection, data condensation, data presentation and drawing conclusions. The results of this research indicate that the strategy of the local government of Muna Regency in developing the potential of Muna weaving tourism is to make Masalili Village a weaving village center as an opportunity to attract tourists and local economic strength. Furthermore, the Regional Government of Muna Regency, in this case the Tourism Office, the Industry and Trade Office, the Cooperative and Small and Medium Enterpise Office in cooperation with Bank Indonesia (BI) Southeast Sulawesi and the Regional Development Bank (BPD) of Southeast Sulawesi have signed a memorandum of understanding or Memorandum of Understanding (MoU) Local Economic. The MoU includes institutional strengthening, quality improvement, motives, design, marketing of Muna Masalili Village weaving. Besides that, the Southeast Sulawesi BI provided assistance in the form of non-machine loom (ATBM), sewing machines and other looms. The application of the entrepreneurship-based community partnership model is to implement the concept of Community Based Tourism (CBT) in the form of local community participation by creating and running Muna weaving business activities. The communities are divided into groups of craftsmen who are given assistance through the Village Owned Enterprises (Bumdes) in the Bumdes gallery and the Regional National Crafts Council (Dekranasda) which help bridge the promotion as well as marketing between craftsmen, sellers who work as weaving entrepreneurs and outsiders through exhibition activities , regional festivals, fashion shows for Muna weaving products.

Keywords: Muna Weaving Tourism, Community Based Tourism, Entrepreneur

Introduction

The tourism sector is one of the leading sources in increasing the economic growth of a region. Along with increasing human welfare, tourism has become a basic need and part of today's human lifestyle. Tourism is a variety of tourism activities and is supported by various facilities and services provided by the community, businessmen,

government and local governments (Law of the Republic of Indonesia Number 10 of 2009 concerning Tourism, 2009). Based on the law, the community is the main actor in tourism activities together with the government and the private sector. The community must synergize and support government programs in strengthening the function and existence of tourism promotion which is carried out through the facilitation of partnership programs between tourism actors. Because at this time tourism is a mainstay sector in efforts to alleviate public poverty (Pro Poor Tourism).

Objects that have great potential to be developed in Muna Regency are weaving tourism. One of the villages that is active as a center for producing weaving crafts which is quite in demand by domestic and foreign tourists is Masalili Village, located in Kontunaga District with an area of 7.95 km2 and a population of 1,393 people (Central Statistics Agency, 2019). Muna weaving besides having a high economic value, is also a way to preserve local culture from generation to generation. Muna's typical weaving craft has an appeal including many variations of types, motifs and color games, all of which contain philosophical values that can increase the selling value of the weaving itself. Weaving tourism is categorized as cultural tourism because Muna weaving is a cultural product typical of the Muna Regency area. Cultural tourism is one type of tourism activity that makes culture an object to be reviewed and studied the circumstances, habits and customs of the local community (Pendit, 2006).

Muna weaving is a cultural tourism attraction that has the potential to be developed because in addition to having high economic value, there are various other values, namely philosophical, historical, social and cultural values. These values are a form of local wisdom contained in each motif so that it can be a selling point that invites curiosity to expand the views and knowledge of tourists about local culture. This is a great opportunity for the local community to become the government's partner in producing, promoting, marketing as well as preserving the cultural heritage of Muna weaving. Therefore, the involvement of the community as actors to actively become entrepreneurs (entrepreneurs) who run a weaving tourism business is

needed because it will have a positive impact, especially for improving the community's economy itself.

Creating entrepreneurship that comes from the community is not easy, it takes the role and support of the government to make it happen. Muna weaving entrepreneurship with all its potential, of course, also faces challenges in its implementation. The marketing network, which is still limited in reach, has an impact on the number of sales of weaving which is uncertain so that the income received by the community is also uncertain. This causes the community as entrepreneurs to find it difficult to regulate and manage operational costs including material purchases, loom maintenance, promotions, and so on. The lack of creativity and innovation is also a problem in developing Muna weaving tourism. In addition, the lack of young people as regeneration who are interested in becoming weavers while preserving the weaving culture is a serious problem considering the reality on the ground, weaving skills are currently being abandoned by the Muna community, especially by the younger generation. In fact, if we do well in weaving tourism and weaving business, it is a great opportunity to earn a decent income because currently all regions of Indonesia are incessantly promoting cultural tourism in their respective regions which are inherent in the value of local wisdom, and are uniquely different from one another. Therefore, this study will discuss the development of weaving tourism potential with an entrepreneurship-based community partnership model in Masalili Village, Muna Regency, Southeast Sulawesi Province.

The formulation of the problem in this study is (1) what is the strategy for developing the tourism potential of Muna weaving? and (2) how to apply the entrepreneurship-based community partnership model in developing Muna weaving tourism?.

Theoretical Review
Tourism Development Policy

The government acts as a regulator and is responsible for planning to determine the intended direction in tourism activities. According to Goeldner, tourism policy is a set of rules, regulations, objectives and strategies for development/promotion that provide a

framework for collective and individual decisions that affect tourism development directly and daily activities within a destination (Goeldner, Charles R., 2011).). Another view of Yoeti, the main reason for the development of tourism in a tourist destination is very closely related to the economic development of the area (Yoeti, 2016). The development of tourism in tourist destinations will always be taken into account with the benefits and benefits for the community.

According to Gee (2000), tourism policy formulation is an important responsibility that must be carried out by governments who want to develop or maintain tourism as an integral part of the economy. Because tourism policy is generally seen as part of economic policy related to economic structure and growth which is usually manifested in tourism planning. Tourism policy supports the provision of a quality tourist visiting experience and at the same time provides profits to the stakeholders of tourist destinations. Accordingly, Mill and Morrison (in Hall, 2008) explain that there are five main areas of public sector involvement in tourism, namely coordination, planning, legislation and regulation, entrepreneurship and stimulation. Coordination explains that tourism which consists of various sectors often causes various conflicts of interest, so coordination is very important in resource utilization; Planning includes tourism planning occurring in the form of development, infrastructure, promotion, marketing, structure (different organizations) and scale (international, national, local and sectoral); Laws and regulations, namely the government has legal and regulatory powers that are directly or indirectly related to the tourism industry; Entrepreneurship, namely conducting empowerment programs for the private sector and the community to have creative and innovative characters in the tourism sector; Stimulation, namely the government stimulates tourism through financial incentives, finances tourism research, stimulates tourism through marketing, promotion and service to visitors.

Tourism Destination Development

According to Hidayat (2011), the tourism sector consists of several different components that must be fully understood, planned, and developed in an integrated manner within the community. These

components include tourist objects and attractions, transportation, accommodation, facilities and other infrastructure that must be developed so that they become attractive destinations for tourists.

Law No. 10 of 2009 concerning Tourism states that a tourist attraction is anything that has uniqueness, beauty, and value in the form of a diversity of natural wealth, culture, and man-made products that are the target or purpose of tourist visits. Regarding tourist attractions, according to Rizkianto (2018), there are six conditions that must be met if you want to attract tourists to visit, namely:

1. "something to see" is a tourist attraction must have a special attraction that can be seen by tourists.
2. "something to do" means that a tourist attraction must provide several recreational facilities or amusements and places or rides that can be used by tourists for activities.
3. "something to buy" is that the tourist attraction must be provided with souvenir items such as handicrafts from the local community that can be bought by tourists as souvenirs
4. "something to arrive" is how tourists can reach a tourist attraction which includes accessibility, transportation, and estimated time of arrival at the location of the tourist attraction.
5. "something to stay" is how tourists will stay during a visit to the tourist attraction.
6. "something to learn" is that there is a new experience gained by tourists when visiting so as to increase the knowledge of tourists.

Principles of Sustainable Tourism

Sustainable tourism is part of sustainable development which is an integrated and organized effort to develop the quality of life by regulating the provision, development, use and maintenance of resources in a sustainable manner. According to Yoeti (2016), the development of sustainable tourism based on nature, culture, heritage, social, and economy is full of complexities involving both tourists and local communities who act as host countries. Sustainable tourism development includes the efficient management of tourism resources by taking into account current and future needs.

According to Hidayat (2011), sustainable tourism has strategic issues, including the following:

1. Increase corporate stakeholder responsibility
2. Produce suitable forms of tourism
3. "Sustaining" social and cultural resources
4. "Sustaining" the natural environment
5. The need for an effective plan for tourism destination planning
6. The role of carrying capacities and indicators in sustainable tourism
7. Avoid conflict
8. Increased community involvement
9. Directions for the future.

Entrepreneurship Based Partnership Concept

According to Adisasmita (2011), in the concept of partnership there are requirements and the basis for conducting a partnership, namely the principle of mutual benefit (win-win solution) where each partnering party must benefit together. Partnership is defined as a relationship that occurs between the government, the private sector and the community in which there is the principle of mutual benefit. The purpose of the partnership program carried out by the government is development to achieve community welfare. Community development is oriented towards empowerment and independence to learn and understand all the potentials they have by taking advantage of existing opportunities. The community development strategy is to provide opportunities for the community to become entrepreneurs who are brave, able to innovate, tough and ready to face all risks and get support from the government.

Regarding entrepreneurship, according to Suryono (2013), it is related to at least three components, namely entrepreneurship learning, the existence of an entrepreneurial incubator and an entrepreneurship center. The government plays an important role in these three components by creating a supportive climate for the community to engage and be motivated to become strong entrepreneurs. Entrepreneurship learning is expected so that people have the ability to start and run their businesses so that they are able to benefit with all

responsibilities, challenges and risks. Suryono further stated that abilities can only be prepared through education, training, or counseling with various methods that are suitable for the conditions of the learning community and the context of their society.

According to Suryana (2013), entrepreneurship is a creative and innovative ability that is used as the basis, tips and resources to find opportunities for success. The point is the ability to create something new and different (create new and different) through creative thinking and acting innovatively to create opportunities. Furthermore, according to Suryana, the characteristics that must be possessed by successful entrepreneurs consist of high achievement motives, forward perspective, high creativity, high innovation behavior, commitment to work, responsibility, independence or independence from others, daring to face risks and always looking for opportunities.

Muna Weaving Tour

Weaving knowledge has long been known in the Muna area which is estimated to have existed since the reign of Sugi Manuru in the 14th century and is still ongoing (Jamiluddin, 2016). The manufacture of Muna woven fabrics still uses manual techniques with basic ingredients derived from cotton, but because at this time cotton is starting to be difficult to make, most craftsmen use thread. The commercial value of Muna woven fabrics varies depending on the motif and the type of coloring. The more complicated the motif and the weaving using natural dyes as the basic material, the more expensive the price of the woven product. Natural dyes are derived from mahogany bark, mangrove wood, spang wood, manga leaves, jackfruit leaves, teak leaves, indigo leaves and noni tree roots.

Muna weaving is a regional identity as a typical product of Muna Regency, Southeast Sulawesi Province which has commercial value, wisdom value and local cultural wealth contained in the motifs, designs, patterns and colors of the woven fabrics. According to Lusianai (2019), Muna weaving, which initially consisted of only a dozen motifs, has now been commodified to hundreds of motifs due to the creativity of craftsmen and the times. Furthermore, Muna

weaving contains various kinds of symbolic meanings, including the following:

1. Describe regional identity,
2. Cultural preservation,
3. Open to the times without leaving identity,
4. Diversity.

The diversity of attractions contained in Muna weaving can be used as a potential market for local governments and the community to attract tourists to get to know more about the unique art of weaving culture and full of local wisdom values. The management of the Muna weaving tourism object, if packaged properly and professionally, will have an impact on increasing the income of the local community.

Method

This study uses a qualitative approach with a descriptive type of research. According to Nawawi (2015), the qualitative descriptive method is defined as a problem-solving procedure that is investigated by describing or describing the state of the subject or object of research (people, institutions, communities) at the present time based on the facts that appear and as they are. This study uses Community Based Research as a commitment from the community to provide support for strengths, resources, and involvement in the research process so as to produce research that is beneficial to the community (Rizkianto, N., 2018).

The research location is in Masalili Village, Kontunaga District, Muna Regency. The informants of this research consisted of the Secretary of the Masalili village, the Deputy chairman of the Regional National Crafts Council (Dekranasda) of Muna Regency, and the weaving craftsmen of the Masalili village. Sources of data in this study consisted of two primary data sources derived from interviews with informants, observations, documentation in the form of photos. Secondary data sources, derived from journal literature related to this research and data on the website of the Central Statistics Agency (BPS) of Muna Regency. Data analysis techniques consist of data collection, data condensation, data presentation and drawing conclusions.

Results and Discussion
Muna Weaving Tourism Development Planning Strategy

Tourism development planning is an important stage in tourism development activities. Therefore, various strategies must be developed and implemented so that the objectives of tourism development can be achieved. In general, there are two main objectives in tourism activities, namely tourism as an industry that can meet the needs of tourists and tourism as a source of economic value for the local community. Therefore, tourism activities are a synergy between the government, the private sector and the community.

Weaving tourism is a potential mainstay and priority for tourism development in Muna Regency. Masalili Village, located in Kontunaga District, Muna Regency, is the largest center of woven fabric production since ancient times until now. Even the results of Masalili's weaving craft have been worldwide and have contributed to the development of fashion in the country so that Masalili Village is used as a Weaving Village Tourism Village. The daily life of most of the people of Masalili Village, especially those of the female gender, is to become traditional weaving craftsmen and has been going on for generations so that it becomes local wisdom where Masalili village gets the nickname as Weaving Village.

Based on data from the Masalili APBDes in 2019, the income of Masalili village reached Rp. 1,825,326,787 sourced from Village Original Income, Village Funds and Village Fund Allocations (ADD) the budget is used for expenditures which are divided into four areas, namely the Village Administration Sector, Community Development Sector, Village Development Implementation Sector and Community Empowerment Sector. The portion for tourism sub-sector expenditure is Rp. 687,457,900. This budget is used to support tourism facilities for the convenience and comfort of tourists in making visits to tourist destinations.

The government's commitment to developing Muna weaving tourism is carried out with several strategies, namely policy strategies carried out by local/village governments by opening opportunities for the community to partner through the Creative Village-Owned

Enterprises (Bumdes) in managing the weaving business as a potential mainstay tourist attraction; a marketing strategy consisting of a strategy of variety and quality of woven products that vary not only in the form of woven fabrics but have become ready-made finished goods such as clothes for men and women, bags, brooches, scarves all of which are made from woven fabrics; the pricing strategy is set to be affordable, match the quality and price of woven products; the location strategy is that tourists can visit directly to the weavers and to the Creative Bumdes of Masalili Village; the promotion strategy is to introduce Muna weaving craft through local, national and international scale exhibitions as well as through social media that can be accessed by everyone and anywhere.

Weaving entrepreneurship is a great opportunity for the community to become government partners in developing weaving tourism that has economic value and as a form of preserving the culture of local wisdom in Muna Regency. The government must actively encourage the community by providing training, financial support, motivation so that people are able to be independent, confident, and develop individually and in groups.

Community Based Tourism

Community-based tourism or Community Based Tourism as a participatory approach from local communities who are given the opportunity to become government partners to run and manage tourism potential in order to realize community welfare while preserving local culture. Community Based Tourism is a strategic part of sustainable tourism, namely increasing community involvement in developing tourism potential in a sustainable manner. So that directly Community Based Tourism is categorized as sustainable development by inviting the community as the main actor in tourism development activities. Muna weaving as a potential mainstay of tourism in Masalili Village is a solution for sustainable tourism development that involves the community in its management. The community is given the widest opportunity to become entrepreneurs who run a weaving business starting from the production process to marketing.

Weaving tourism as cultural tourism is carried out with the concept of developing tourist destinations through empowering local communities with the aim of providing the maximum benefit to the community. In this case, the role of the regional/village government through the Village-Owned Enterprises (Bumdes) of Desa Masalili as an economic institution with the aim of developing the village economy and increasing village income by forming groups of weavers. Currently, there are 5 groups of active weaving craftsmen consisting of 10-20 weavers from each group who come from local communities. The names of the weaver groups consist of: 1). Annisa Weaving Group with the chairperson Mrs. Siti Erni, 42 years old; 2). Samasili/Soneangka group with the chairman, Mrs. Waode Halisa, 62 years old; 3). The Creative Bumdes Group in Masalili Village with the chairperson Mrs. Safriani, 31 years old; 4) Muna Weaving Group with the chairman, Mrs. Wa Ode Uli, 43 years old; 5) The Manggo-Manggopa group with the chairman, Mrs. Wa Imbu, aged 66 years.

In carrying out entrepreneurial activities, the weaving craftsmen group is divided into three types, namely the gedokan craftsman group, the non-machine loom craftsman (ATBM) and the collector trader group, all of which play a role in preserving the weaving culture of Muna Regency.

Marketing of woven products is carried out in various ways, namely: 1). Weavers market directly to tourists/consumers who visit their place; 2). The head of the weaver group entrusted it to the Bumdes Kreatif Masalili Village for sale; 3). Online system through resellers, most of whom come from students; 4). An annual exhibition held at the birthday event of Southeast Sulawesi Province, the anniversary of Muna Regency, national and international craft exhibitions; 5). Archipelago Palace Festival.

Figure 1. Creative Bumdes in Masalili Village (Source: Researcher's Documentation, 2019)

Masalili Village Weaving Tour as the Center of Muna Weaving Village

The determination of Masalili Village as a Weaving Village in Muna, based on the Decree (SK) of the Muna Regent No. 29 of 2017 on March 10, 2017. The Muna weaving village was inaugurated as a form of realization of the local government program to develop infrastructure and productivity, especially in the tourism sector by involving the community to participate as partners who produce, promote and market Muna woven products.

The existence of the weaving village is expected to motivate people who are entrepreneurs as producers and weavers to be more motivated to maximize the quality and quantity of woven fabrics so that it will attract tourists to visit and buy their products. Based on information from the Regional National Crafts Council (Dekranasda) of Muna Regency, it states that there are 12 patented muna weaving motifs, namely Samasili, Kambeano Bhontu, Manggo-manggopa, Bharalu, Ledha, Finding Konini, Bhia-bhia, Kaso-kasopa, Kabodhodo, Kaoleno Ghunteli, Kambapu, Lante-lante. These motifs continue to grow until today, reaching hundreds of motifs following the times but still maintaining the initial motifs as an ancestral historical heritage that is preserved.

Since hundreds of years ago, the weaving culture has taken root in the Muna community and has become a symbol that shows social stratification for the wearer. Now the Muna woven fabric which is a local wealth can be enjoyed by anyone and becomes an economic

power so that it can improve the welfare of the Muna community, especially in Masalili Village.

Figure 2. Various Muna Weaving motifs (Source: Research documentation, 2019)

Tourists visiting the village of Masalili can also learn to weave by looking directly at it while practicing as a series of cultural tours offered. Similarly, when visiting Yogyakarta, tourists can see and learn batik directly from the craftsmen. This type of tourism is also offered by the weavers of Masalili Village, namely an educational tour of weaving as well as explaining to tourists the symbolic meaning of the woven fabric, educating about the materials and tools used and how to weave techniques as an attraction for tourists to visit the weaving village.
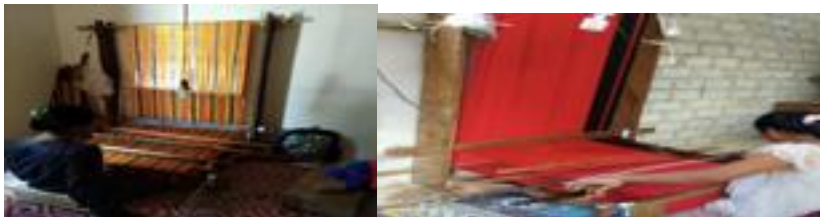
Figures 3 and 4. The process of making woven fabrics (Source: Research documentation, 2019)

Conclusion

The strategy for developing the tourism potential of Muna weaving is carried out by the Regional Government of Muna Regency which plays an important role in stimulating the community to become entrepreneurs to run the Muna weaving business as a potential and tourist attraction that brings economic, social and cultural benefits as

well as cultural preservation efforts. The next strategy is to improve the quality and packaging of tourism products by paying attention to elements of uniqueness, distinctiveness and local wisdom. The application of an entrepreneurial-based community partnership model in developing Muna weaving tourism through the Village Owned Enterprise (Bumdes) of Masalili Village as an economic institution with the aim of developing the village economy and increasing village income by forming weaver groups from the community.

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The Fading of the Sacred Value of Early Marriage in the Donggo Society

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Abstract

Everyone certainly wants to find a mate, because God has designed His followers in pairs so that they can live together or side by side, and love and maintain life goals that are oriented towards the hereafter. In Indonesia, early marriage is not a recent trend, even more so in the Donggo community. This study aims to examine the causes of the waning of the sacred value of early marriage in Donggo District. Informants in this study consisted of community leaders, traditional leaders, youth leaders and perpetrators of early marriage. The design of this research is a case study research type with a qualitative descriptive approach. Purposive sampling was used in this study to identify locations and informants. Data collection techniques in this study were observation, in-depth interviews, and documentation. The collection techniques used include data reduction, data display and data verification/conclusion. The findings in this study reveal that the factors that cause the waning of the sacred value of early marriage are first; mass media, second; Education, and third; modernization.

Keywords: Values, sacredness, early marriage.

Introduction

Everyone certainly wants to find a mate, because God has designed His followers in pairs so that they can live together or side by side, and love to maintain the goal of life oriented to the hereafter. As social beings who are oriented towards God, humans are civilized and cultured social creatures, and the meaning of coexistence is formed in realization as part of a controlled home commitment based on the rules

that apply in society in accordance with existing standards. (Pangestuti, 2020). This is a sign of mawaddah and love in the household, which can be seen in the Qur'an and Hadith when a man and a woman live together in harmony as a married couple trying to build and maintain a happy family. Marriage is the union of souls and relationships between men and women who create a happy and lasting family or family life unit relying on God Almighty. (Yanti et al., 2018).

Marriage is a transition or life cycle from the level of adolescent life to the level of family life for all humans in the world. From the point of view of human culture, marriage is a regulator of human behavior related to their sex life, namely: sexual activity and sexual relations. When it comes to marriage, it is not just about the biological needs of the man and woman involved, but also about human nature. As in Islamic marriage law, the most important aspects are psychological and spiritual aspects. Humanity and truth are part of spirituality. Marriage is also based on religion, which means that religious practices become the foundation of family life as a result of the spouse's faith and commitment to God. (Santoso, 2016). Faith, Islam and sincerity are essential prerequisites for a successful marriage, but they are only the beginning of what one should know about marriage. Apart from being a regulator of sexual behavior, marriage also has many additional roles in human culture and society. First of all, marriage offers provisions regarding rights and obligations as well as protection for the results of sexual interactions, especially children. Marriage also fulfills a man's need to be a partner; meet the demand for property, prestige, and class of society; and the maintenance of good relations among certain family groups is often also a reason for marriage. (Oktarina et al., 2015). In this sense, marriage becomes a more purely utilitarian institution. Women in customary marriages do not have the same level of autonomy as men. Various interpretations and interpretations Sometimes, women are not able to interpret marriage according to their own wishes or meanings, but to fulfill various demands of society and public regulations.

The rational (contemporary) meaning of marriage is also recognized. The rational definition of marriage is that it is a process in which two people choose each other based on a set of criteria. No

marriage is conventionally defined for women having significant control over their own lives, but rather from the perspective of individual freedom for those who are single. In this case, the marriage is arranged with the knowledge that it will be performed by a human. Human desires can be fulfilled so that humans can exist. Position yourself in the work and responsibilities of each marriage. The traditional value of the Donggo people is still very high, this is reflected in the motto maja labo dahu, which is the guideline for people's lives. As a norm in religion, law, and society, a marriage vow binding ceremony is celebrated or performed by two people to establish a marriage bond. (Mubasyaroh, 2016). For the Donggo people, marriage is a very important and sacred thing. So that marriage is considered a symbol of happiness, sacred, and important to carry out. Marriage is a series of merging of two families who have known each other for many years and is also known by all members of society as the bond of two big families, so that they can live together in simplicity and togetherness is a priority. As a result of the overwhelming influence of mainstream media, some Donggo people see marriage as already having a negative connotation, because some cases of marriage that occur as a result of promiscuity and lead to undesirable things in society. As a result of a free relationship that results in an accident or pregnancy out of wedlock, a marriage that seems forced to be carried out. As a result, early marriage has become a bad symbol as well as a separate marker or identity for the Donggo people. Early marriage has a negative impact on the mental and physical growth of children. (Ramadhita, 2014). As a result of education, modernization, and media. The definition of early marriage shifts dramatically from its previous meaning. Negative impacts such as divorce and widowhood are not considered a problem. (Fadilah, 2021). The fading of the sacred value of early marriage also cannot be separated from the pattern of social interaction that develops in society.

There are three premises in Blumer's view of symbolic interaction that explain the waning of this value: first, humans act on things because of the meanings they have for them, both meanings come from their social interactions with other people, and all three meanings are perfected when these interactions occur. (Bahtiar, 2006). There are

several variables that contribute to early marriage. Marriage can also be affected by a person's low education, which can have an impact on his perspective on the nature and purpose of marriage; parents' fears that their children will be single or that their child will not sell; economy; and the setting in which they live. The education process at home or family is natural, the process of transforming and actualizing ideas, values, and teachings effectively, which then becomes the basis for the development of education in educational institutions, schools and others, including socio-economic functions, recreation and reproduction, education and so on. . (Ahmad et al., 2021). Pregnancy before marriage is no less crucial in early marriage. Currently, education is being monitored because it is suspected that the younger generation of Indonesia is not being taught how to become human beings with good character, character, and noble character. (Chairiyah, 2014). In addition, young people may marry to fulfill a lifelong dream of establishing a blood relationship between the groom's and bride's families. Donggo people think that early marriage has a negative impact on those who marry at a young age and their families.

In this study using the social definition paradigm. According to Max Weber, the father of this school of thought, is the study of social interaction in action. Individual "meaningful activity" is at the heart of the subject's argument. To arrive at a causal explanation, Weber defined sociology as a discipline that seeks to analyze and understand (interpretive understanding) social behavior and relationships. In this definition, the terms "social action" and "interpretation and understanding" are used interchangeably. Weber divided social action into four categories based on rationality: Rationality as That is an act of social justice. Actors are not only judged in the most rational way, but their actions are also easy to understand. Actions that are oriented to the value of rationality cannot be judged more or less appropriate to achieve different goals. However, this action is rational, since the method for achieving the desired result is predetermined. Although not as irrational as the first, the second form of behavior is still rational. So that it can be understood, Actions that have an emotional impact in this style of activity, sentiments or emotions take precedence over reflection, intelligence, or consciously planned actions. Being able to

express emotions spontaneously, such as love, anger, fear, or joy, is a sign of a person's affective activity. Apart from the lack of logic, ideology, or rationality requirements, this activity is completely irrational. Action in the traditional sense This is a form of non-rational social activism. In the past, it was simply based on past practice of doing things at home (Ritzer, 2011).

Method

The type of research used in this research is descriptive qualitative, which aims to describe or describe a collection of objects that are studied systematically and objectively. In this study, we focused on the Donggo sub-district in Bima Regency because the Donggo sub-district is an excellent case study of how early marriage has developed over time. The technique of determining informants is by purposive sampling, because this district is also famous for its sodi angi and cempe kaneve/engagement customs which are still alive today. Informants in this study were community leaders, traditional leaders, religious leaders in the community, youth leaders, and husbands as research informants, a married woman and a prospective bride and groom who will marry. More than that, the informant must also be mature or understand the problem and depth information to become a reliable source of valid data so that the selection of potential informants can change according to the needs regarding the consistency of researchers in collecting data. Informants in this study include; religious leaders, community leaders, youth leaders and perpetrators of early marriage. An important element in the research process is collecting data, and the information used must be reliable. The types of data that are needed in this study include; primary data was collected by direct observation at the research site, while secondary data was collected through in-depth interviews with informants who answered questions closely related to the problems at hand.

Data collection techniques in this study are; a. Observation is one of the methods used in this study to collect data. One way is to use direct observation to the place with this method, investigate and record the findings directly to the destination to be studied in depth. b. Interviews are a type of communication task in which the subject of

one-on-one interviews for this study is carried out by two parties namely what the interviewer is doing and those who are able to provide information in response to questions that are useful in many ways, this approach the message the researcher wants to convey several open-ended questions by citing Specific examples of interviewer handbooks are provided by the researcher. c. Documentation comes from the Big Bamus of English, the expression documentation used in Indonesia is defined as something written, something that has been recorded and can be used for demonstration or documentation purposes. In addition, documentation may be gathering information in the form of images, whether it is photographs or Using the results as a source of inspiration, attachments and additional information is a must in scientific endeavors. While the data analysis techniques include; data reduction, data display, and drawing conclusions or conclusions. (Sugiyono. 2010).

Results and Discussion

Marriage is an agreement between two individuals to work together to achieve a common goal until the end of their lives. Marriage is also a sacred institution that should not be disturbed; it only happens once in a lifetime and lasts until death do us part. According to the 1974 Marriage Act, women must be 16 before they can marry. However, in terms of health, women are ready to get married at the age of 21, while men are ready to marry at the age of 25. One of the many human drives is the inability to control sexual desire, and one of the consequences is early marriage among young people. Despite the fact that Indonesian laws and regulations strictly prohibit child marriage, the number of such marriages continues to increase from year to year. Pregnancy out of wedlock is usually the reason for early marriage, in addition to the classical factors of tradition, parental coercion, economy, and society. The law does not allow people to marry at an early age because it means they have to take on new obligations and responsibilities, such as taking care of their family and ensuring their children to have a good life. When it's done at an inappropriate age, it's not easy to achieve. Worried that even for a woman, if she does not do homework at an early age, her mental health will be disturbed. Early marriage has the

potential to result in miscarriage, maternal death, and the death of the unborn child. (Yanti et al., 2018).

The cause of the waning of the sacred value of early marriage
1. Mass media

The rapid growth of mass media and other forms of information and communication technology has accelerated the pace of change throughout society. People are progressively drawn into new cultural patterns by the mass media, which begins to influence their attitudes and culture. The mass media, unwittingly, have played a role in shaping our daily routines and creating many desires. The ability of mass media to disseminate information changes people's habits and affects their way of life. Various kinds of information are seen as beneficial and detrimental. Slowly but surely, media is influencing people's perceptions of themselves and the world around them. Moreover, with the influence of the mass media, the culture of the cempe kaneve/fiancé of the Donggo community began to fade and was abandoned by members of the community. This is reinforced by one of the informants as a traditional leader named Mr. Alwi who explained that;

> "I think marriage is not a trivial thing and an easy thing to run. Moreover, marriage that is done at a young age is not good because marriage is not as easy as we imagine. As a result of marriage at a young age, there are many cases of domestic violence and even divorce. It is better if the marriage is carried out when the age is ripe for marriage. Because old people used to still practice the cempe kaneve/engagement tradition before getting married, so that before they marry off their children they already know each other's nature and character."

In line with one of the informants as a religious figure named H. Nasrudin explained that;

> "I think marriage is a household responsibility. Therefore, early marriage is carried out when the marriage is really ready between the two parties so that divorce does not occur in the future.

However, marriages at a young age still often occur because of the effects of dating and promiscuity so that they are affected by marriage at a young age."

According to the informant's explanation above, the marriage is carried out when it is really of mature age or is ready to marry and be responsible for the family, so that divorce does not occur in the future. The problem of marriage is always related to responsibility, so of course before carrying out that responsibility there must be readiness because a good marriage to enter and carry out married life, for men in general it is emphasized on physical maturity and maturity of mind and his ability to bear responsibilities as a husband in the household.

2. Educational aspects

In relation to education, it is not a process that is routinely planned, structured, and implemented using the methods studied and based on norms that have been agreed upon by a community or society (state) implementation mechanism. (Liska et al., 2021). The increasing public appreciation of the importance of efforts to shape, direct, and organize human beings in accordance with the aspirations of the community can be seen from the proliferation of educational activities and processes. Moral decadence is rampant in the world of education so that it becomes a blurry image in the world of education. (Maunah, 2016). As a result of their education, the Donggo people want their young wives and husbands to become virtuous, independent individuals who are also strong-willed and disciplined, and able to think independently and have a good sense of humor, patriotic spirit, love for the homeland, social solidarity, understanding Donggo people's history, respect for heroes, and future orientation are some of the characteristics of Donggo people. There is another important thing held by the Donggo people, namely the value of maja labo dahu, which has the meaning of shame and fear. Based on the results of the interview with the village head of Mbawa, he said that;
"Embarrassment according to the Donggo people is shame if you don't work, shame if you violate customary law. And the Donggo

people have a fear that the Donggo people understand is "fear" in religious orders, customs, government and making other mistakes. Donggo people have traditionally advised their children who go out of town, or start a new life or get married to always be ashamed and afraid."

The Donggo people use the words shame and fear (maja labo dahu) as advice to their children and this can be seen in their daily lives which are far from commotion, disputes, theft, competition. The nature of shame and fear (maja labo dahu) is still the grip of the Donggo community until now. The Donggo people by internalizing these values make the Donggo people a persistent, obedient, mutual help, and very passionate about working in the midst of globalization and information that hit the Donggo people so that the value of shame and fear fades (maja labo dahu) began to appear in the community.

From the results of the narrative of one of the informants, Mr. Alwi about Donggo as follows:

"Donggo Land is a land that is different from other lands in Bima, if there are people who violate customary laws such as adultery, nature will rage with rain accompanied by strong winds or there will be a long dry season in the rainy season which will then cause crops to grow. people's rice, corn, peanut plants will die. If that happens then the community will gather all the girls in the dukun's house (sando) to check if any are pregnant and this is done so that the curse can be stopped. But this rarely happens because the community, government, and traditional leaders work together to create a society that is aware of the law."

3. Modernization

The presence of modernization has an impact on the waning of the sacred value of early marriage in the Donggo community. This is also because there is a change in perspective in society to find out what is meant by modernization. Sometimes what happens in society, every time something new is immediately imitated while the old tends to be abandoned. People are slowly but surely starting to leave the social

values they have long adhered to. However, modernization also has a positive value that is very helpful in terms of new information and knowledge, while a negative value is harmful to the fading of traditional values that have long been held by the community. Modernization can also simplify the stages of a conventional wedding ceremony, although some people find it annoying. Simplicity is also part of the modernization process. As a result, there is a loss of religious values and philosophical implications contained in the stages of traditional wedding ceremonies. In accordance with the explanation above, it is in line with the opinion of the informant as a traditional figure named Mr. Arifin who explained that;

> "With the presence of modernization in Donggo society, of course, it greatly affects and even shifts the cultural values that existed in Donggo before, for example; the value of togetherness or the term donggo kasabua weki in the context of planning the wedding of a son and daughter and it is all done together/gotong royong".

The same thing was also explained by an informant as a community leader named Mr. Israil who said that;

> "In the past, when there were community members who were going to marry off their children, they would carry out a whole series of traditional wedding ceremonies, whether it was making a tent/tent to hold a wedding reception or other things, it was all done in mutual cooperation, but with modernization, people are no longer able to do this. I'm still making tents manually, but there are ready-made tents ready to be rented at every wedding. So that people have started to think practically, but eliminate the value of togetherness".

Youth is the generation most affected by modernity. The process of self-discovery usually occurs in young individuals. Some people manage to maintain their individuality well along the way, but others get entangled behind the gloomy modern world. The entertainment industry is one area where modernism has had a considerable impact. There are several westernized lifestyles spread all over the world. His life always headed towards the western countries. western. Western

values, as we all know, are like liberal culture especially in romantic relationships. In this modern era, science and technology seem to play a significant and crucial role, especially for the Donggo people of Bima Regency.

The diminishing value of the sacredness of early marriage is getting eroded.

Another issue that needs attention at this time is the early connotation changes as a result of pressure from education, technology, and media. Humans can experience an identity and moral crisis when there is no longer a grip on life or social values held in society. This situation can be reduced if people realize this is important. Young people's perspectives on marriage are influenced by various factors, including the following; Changing the concept of marriage that prioritizes social work into a more personal/individual definition of early marriage. Past marital and family life depended heavily on the influence of one's extended family, from choosing a partner to managing the household. Now taken over by the people involved. The extended family is replaced by the nuclear family. We are seeing increased interest in topics such as romantic love, interpersonal relationships, and personal accountability. The importance of parental supervision cannot be overstated as children will be more focused and will think twice about deviant activities if they are under parental control. Parents and guardians have a responsibility to teach and instill good values in their children from an early age to prevent them from engaging in risky behaviors such as promiscuity, which can lead to various undesirable outcomes. A theoretically viable family can be assumed to provide children with the basics of growth and development necessary for them to become fully mature. As a result of their maturity in various fields including physical-biological, socioeconomic, emotional, and religious beliefs, they are an invaluable resource in the quest for happiness.

Along with the proliferation of development in Donggo sub-district, it will encourage changes in people's mindset and behavior in every aspect of life. The same thing also happened to the public's understanding of the pragmatic re-interpretation of early marriage. So

that this makes the tendency of society to lead to an increase in human resources in the fields of education, economy, and social welfare, as well as quality human resources. This will encourage the development of other fields that are appropriate to the community context.

With the progress of the modern era, the Donggo people are able and willing to absorb culture that comes from outside, such as marriage which was previously only done in the family with joint participation. Now all the wedding reception celebrations have turned and take place in a building. So that the feel of gotong royong has been replaced by modern values that are unavoidable by society. This shows that social growth in our daily lives is not limited to the expertise and knowledge of traditions that have long been embraced by the community. But the most important thing is that avoiding promiscuity or falling into adultery is a very important thing to do. Marriage is about creating an environment where husband and wife can raise their children in harmony. The purpose of marriage is to legalize sexual interaction between men and women according to their religion or state law. Not only want to get married, but also want to have a family. When you want to get married, you must consider the development of time and promiscuity, a complete unit that is packaged in a family causes problems for both of them and negatively affects the change in the meaning of young marriage.

What is no less interesting in this research is the waning of the cultural ideals of Weki Kasabua ade/togetherness and Tio Ro Lamba Angi/silaturrahmi. When the culture of Sodi Angi and his fiancées, ngge'e nuru and tio rana, faded away, Sodi Angi and his family were left to fend for themselves. Another thing is about the decline in Sacred Values in Early Marriage in Donggo culture, early marriage has lost its sacredness because the Donggo people expect their prospective partners to have certain characteristics, such as faith in God Almighty, virtue, strong personality, and critical thinking skills. and creative, patriotic spirit, love for the homeland, social solidarity, understanding the history of the Donggo people, respecting the merits of heroes, and being future-oriented are some of the important characteristics that the Donggo people must possess. Along with the progress and development of human talent, humans are required to always

contribute their knowledge and insights in various aspects of their lives. Knowledge and understanding of all aspects of human social existence can only be achieved through education. Therefore, parents should focus on the education of their children in terms of building their character and personality. Second, modernization; At an early age due to modernization, the value of the sacredness of early marriage fades. If we look at changes in society to find out what I mean by the influence of modernization, we can already see it very clearly in society. Every time something new wants to take it while something old is starting to be left behind, people slowly but surely in terms of tradition are starting to go unnoticed.

Modernization will inevitably lead to the waning of the sacred value of marriage, especially for young people. This can be seen in the transformation of the Donggo society. Every time there is something new, it immediately picks up and leaves something old. Positive values are helpful in this situation, while negative values are dangerous. Due to the simplification of the stages of a conventional wedding ceremony, some people feel annoyed. Many sacred values and philosophical implications in the stages of traditional marriage ceremonies are lost and forgotten due to the simplification process that takes place in the socio-cultural environment. Meanwhile, the influence of mass media with the rapid growth of mass media and other forms of information and communication technology has accelerated the pace of change throughout society. People are progressively drawn into new cultural patterns by the mass media, which begins to influence their attitudes and culture. The mass media, unwittingly, have played a role in shaping our daily routines and creating many desires. The ability of mass media to disseminate information changes people's habits and affects their way of life. Various kinds of information are seen as beneficial and detrimental. Slowly but surely, media is influencing people's perceptions of themselves and the world around them.

Conclusion

Everyone certainly wants to find a mate, because God has designed His followers in pairs so that they can live together or side by side, and love to maintain the goal of life oriented to the hereafter. The

phenomenon in the Donggo sub-district community experiences the waning of the sacred value of early marriage as a result of the influence of: Modernization, Education, and Mass Media. The Donggo community of Bima district in NTB Province has seen a transformation with the waning of the sacred value of early marriage from social to individual and from mystical, religious, sacred, and sacred marriages to secular, economic, and social and effective marriages. This happens because people no longer hold fast to the values and norms that are inherited from their ancestors.

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Teaching SLA Learners' Learning Style

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Abstract
This study aims to determine how learners' learning style strategies vary and which ones they prefer during the learning process. This study also examines whether teachers' learning style strategies affect students' comprehension. This research used qulitative research methods. This study included eighth-grade MTs. Ibrahim uluale sidrap from 2020-2021. Four classes have 87 students. 22 students from Class VIII.A were sampled. This study used a closed survey.
This research shows that students can understand material if teachers use multiple learning strategies. In this study, students prefer kinesthetic learning strategies. 16 students (74 percent) strongly agree that learning strategies affect students' understanding, according to the questionnaire. The kinesthetic learning strategy helps understanding in the learning process.
Keyword: Level of learning style , dominant of learning style

Introduction

English is spoken worldwide. In the global era, English is used as a communication language in many fields, including trade, bilateral relations, politics, science, and technology. People use a global language to connect and share. Therefore, people should understand and master Engish in order to gain broader knowledge, information and technology.

Humans have special abilities that make them unique. They can adapt, survive, and analyze natural phenomena, improving their quality of life. God gave them thinking brains. Their curiosity leads to more learning. Their ability to express feelings, thoughts, and emotions makes them special.

There's something special about communicating and socializing through language, where each person's first language, second language, etc. has a style of language use. English is most countries' second language. By actively and passively mastering English, we can communicate, especially in education. learned and used

Learning Style

Learning style is a conceptual framework that describes procedures for organizing experiences to achieve learning goals. It guides learning designers and teachers in planning and executing learning activities. The learning model is a series of teaching and learning processes from beginning to end, involving how teachers and students interact with special teaching materials to teach what happened. Learning style is a characteristic of cognitive, affective, and psychomotor behavior that helps students feel connected to the learning process (NASSP in Ardhana and Wills,). Oxford (2001) defines learning style as a student's approach to learning a new language or lesson.

Kinds of Learning Style By the VARK Modell

Each learner uses pictures, sounds, and direct practice differently. DePorter and Hernacki say learning style combines absorption, regulation, and processing.

There are three learning styles for a person: vision, hearing, and movement. Each learner can use all three learning styles, but can focus on only one. "VARK" is a combination of the four learner learning styles described in a 1992 study by Neil D. Fleming and Coleen E. Mills. Classroom observations reveal different learning styles.

Learning Strategies

Procedure is a way or technique for exercises to achieve an instructive goal. The learning procedure is a plan of exercises to achieve instructional goals. Understanding learning methodologies is a plan and teaching technique that the instructor will complete by deciding the main steps of teaching based on the encouraging destinations to be accomplished and illustrated. Learning systems are

a series of exercises that incorporate techniques and different sources or qualities. Uno (2008) Learning system instructors should understand learning methodologies. Sumarno (2011) Learning methodologies are exercises chosen by students or teachers to help them achieve learning goals.

Selinker and Montano (2017) note how learning methodologies structure psycholinguistic cycles between languages. Local language move, target language speculation rules, preparing move, correspondence systems, and learning procedures are part of psycholinguistic interaction. L2 students' learning method requires a simpler semantic framework.

Kinds of Learning Strategies

Language Language learning strategies are vital in the best languages. It's defined as "specific activities, ways, practices, strategies or methods used by students to achieve their learning goals, such as collaborating to finish difficult dialect." (1992, p.63, Scarcella & Oxford). Language learners use several strategies (Ehrman & Oxford, 1990). Strategy includes:

    a. Memory
    b. Cognitive
    c. Metacognitive
    d. Compensation
    e. Social/ Affective

Second Language Acquisition/ Second Language Learning Second Language Learning

Dulay (in Chaer, 2015) explains that a person's life depends on the success of students in learning another language (second language). The language climate influences the acquisition of a subsequent language, Tjahjono says (in Chaer, 2015). In this case, the language climate is vital so students can learn a second language. DULAY (in Chaer, 2015). Saville-Troike (2006) defines SLA as the study of individuals and groups who learn a second language after learning one as a child. Here, the extra language is called the second (L2) language, but it could be third, fourth, or later dialects. This is also called

objective language, referring to the types of language to be learned. SLA learning, both formally and informally, involves a few guidelines.

Method

Research Design

A research design is a set of methods and procedures used to collect and analyze data. This study used qualitative research. Qualitative research seeks to understand and interpret the meaning of an event or human behavior interaction in certain situations from the researcher's perspective.

Descriptive qualitative research uses analysis. Qualitative research emphasizes process and meaning (subject perspective). The theoretical basis guides the research so it matches reality.

According to Saryono (2010), qualitative research investigates, describes, and explains social influences that cannot be measured or described quantitatively.

Variable of the Research

Variable research object values. Something with only one value cannot be declared a variable, but a constant. Independent variable affects others (dependent variable). Variables influenced by others are dependent variables (independent variable).

Setting and Subject of The Research

*T*he population is the students of this research in he students at eight grade of MTs Ibrahim in academic year 2021-2022 is consist of four class that include of VIII.A, VIII.B, VIII.C and VIII.D, so the total member of students are 87 students.

The population as follow:

Table 1. *Population at Eight Grade of MTs Ibrahim*

No.	CLASS	POPULATION
1.	VIII.A	22
2.	VIII. B	23
3.	VIII.C	23
4.	VIII.D	22
SUM		90

Source data : (English teacher of MTs Ibrahim Uluale Sidrap)

In this study, the researcher uses cluster sampling to select a class sample. Cluster sampling is based on groups. Then, randomly selected clusters are used as research samples. VIII.A has 22 students.

Table 2. *Sample at Eighth Grade of MTs Ibrahim*

No.	CLASS	Sample
1.	VIII.A	22
SUM		22

(Source data : English teacher of MTs Ibrahim uluale Sidrap)

Procedure of collecting data

The most important aspect in the achievement of a research lies in the techniques and methods used in research. This study uses several techniques in collecting data, including

Observations

Observations is the activity of recording an event with the tools used by Scientists achieve goals. Researchers collect as much data as possible. Data obtained by interacting directly, observations made on learning style strategies used online through social media. Participants' learning style strategies are used to collect data. The researcher observed the learning process in the classroom to determine what type of learning the teacher used to present the material. The researcher was then given a clearer explanation of VARK (Visual, Auditory, Reading/Writing, Kinesthetic) learning.

Questionnaire

Questionnaires are a list of questions that are sent to the respondent either directly or in directly. Questionnaires in general can take dorm of question or statement that can be answered in the form a questionnaire.

Documentaion

Documentation collects data from notes, books, and agendas. Documentation can be written material or videos made by researchers, such as screenshotting a WhatsApp interview. The documentation

method gathers data from documents, books, and online observations at the research site. Photo, video, etc. can be the document.

Instrument of the research

This study used a questionnaire. Closed questionnaires don't allow respondents to respond. The researcher has provided the questionnaire's answers, so respondents simply check the most appropriate/closest option (). Ten positive and ten negative statements were used. Highest score 100, lowest 20.

Technique of Data Analysis
Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, raw data. Therefore, the data reduction took place during the research activity.

Data Display

Display data is defined as things that are done to find meaningful patterns and provide the possibility of drawing conclusions and providing action

Verification (drawing Conclusion)

The drawing of a conclusion and verification in qualitative research is a new finding that has never existed before. The data obtained in this study are in the form of observations, interviews and field notes.

Results and Discussion
Results

Researchers want to analyze learning styles and explain learning strategies. The table below shows student survey percentages.

Table 3. *The percentage of student's Agreement*

NO	Clasification	Score	Students' Agreement

			F	%
1	Strongly Agree	85-100	16	74
2	Agree	69-84	3	13
3	Undecided	51-68	3	13
4	Disagree	36-50	0	0
5	Strongly Disagree	20-35	0	0
	TOTAL		**22**	**100**

The table above shows that 16 (74%) strongly agree that this type of learning strategy, 3 (13%) agree with this, 3 (13%) in the moderate category. And not students in the category of disagree and strongly disagree.

Discussions

This research focuses on the kind of Learning style, the VARK system categorizes learners into four styles: Visual, Aural, Reading/Writing, and Kinesthetic. Many learners show strength in more than one learning style.

Conclusion and Suggestion
Conclusion
Students level Learning Style

The level of student learning styles becomes an important point in the learning process, the learning styles used by teachers become the main component in the success level of the learning process.

Students dominant of Learning style

In the analysis process, the dominant type of learning style applied by most teachers is the reading learning style and based on the results of the questionnaire, the dominant type of learning style that is chosen by students is the kinesthetic style.

Suggestion

Because the use of keywords has proven to be more effective in understanding the material, the researcher would like to provide the following suggestions:

1. English teachers should use different teaching techniques and learning styles so students can understand.
2. Students should accommodate all learning styles.
3. Researchers suggest curriculum makers adjust learning style materials so students are interested in and easily understand the material.
4. Other researchers should compare their research to the researcher's results.
5. For Researchers, the results may have been unsatisfactory because this research was conducted during a pandemic outbreak in Indonesia, namely the covid-19 virus, which required us to keep our distance and reduce activities, limiting access to information and observation time. Researchers can't tell students about learning styles.

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Victims of Verbal Violence and Exploitation of Girls in Gowa District

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ABSTRACT

This study aims to examine and analyze (i) the causes of verbal violence and exploitation in girls. (ii) The impact of verbal abuse and exploitation on child development. The determination of the informants in this study used a purposive sampling technique, in which the researchers selected 10 informants based on various reasons. Supporting informants on the subject of this study, girls who were victims of verbal abuse and exploitation were divided into 2 categories, namely, children (ages 5-10 years), adolescents (ages 11-13 years), parents (ages 23-55 years). The results of the study show: (i) The causes of the occurrence are economic weakness, adab, parental relationships, environment. (ii) The impact of verbal violence and exploitation on child development: psychological conditions, loss of enthusiasm for learning and brutality.
Keywords: Verbal Violence, Exploitation, Girls

Introduction

Children are the most beautiful gifts entrusted by God to be raised, educated with love and affection and equipped with good religious knowledge. Especially for girls whose upbringing is somewhat different from boys, where girls prioritize feelings rather than logic. Therefore, gentle upbringing for girls is necessary, it does not mean that educating boys does not require gentleness. Everything in educating requires love and love with gentleness because children will be the connector of hope and the successor of the nation. Therefore, what children need is safety and well-being, meaning freedom from all the shackles of suffering that grip their small world and what should be meant for playing and learning, not for work. In order

for the younger generation to be able to assume their respective duties and functions, it is necessary to have the widest opportunity to grow and develop, both physically, mentally and socially and to have a guaranteed future so that what we hope for the younger generation will be optimal. DP3A Gowa (2021) concludes violence against women with various kinds of problems, violence against children both physically and psychologically, neglect, threats, abuse, exploitation, and pimps.

So what about children who experience verbal abuse who are then exploited too, forced to work to fulfill their daily needs, to help their family's economy they have to work from morning to night which takes away their playing time for their age, sometimes they are also willing to sacrifice their education for a bite of rice and when treated in a disrespectful way using harsh words. Ariani, Andi, Ikramullah (2022) states that many children are no longer the successors of the nation's ideals, such as children who are employed by their parents, are forcibly exploited by those closest to them because they do not understand the world of children which makes life hard thus disturbing the child's psychology. So many things have happened before our eyes, not that from year to year it has decreased, but the cases have increased in this way. Especially for girls who by nature must be protected, loved, loved and loved sincerely from the heart instead they are treated badly so that it makes the child psychologically disturbed and not focused on what he is doing, he does such work because it is based on pressure, both from people his parents and those closest to him. There is so much verbal violence that happens around us, only sometimes we are not aware of this, and very often it is only considered as a joke, sentences that are not appropriate to be issued, especially to children when they are together with their peers. Likewise with the exploitation that has mushroomed in our environment, even in restaurants we often find children forced into labor by their parents by begging, at red lights, and in crowded places we have met so many of them. What's more, what's rampant now is begging or begging on behalf of orphanages.

Research on violence and exploitation has been widely carried out. Alit, (2016) stated that ECPAT data (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes; Meivy, (2016) states that today's children have received less attention from their parents so that it has a negative impact on their future. Flynn, & Purwanti (2018); Machmud, Banarjee, & Kalra (2020); Brunton (2021), examines violence against women with human rights. Verbal violence and exploitation of children has reached

an alarming point. Wirawan, Sunartini, Suryawan, & Soetjiningsih (2016) shows that growth and development occurs from inside the womb to birth. It is after birth that the child's growth and development is easy to observe. Sri, (2016) mentions that everyone will experience suffering in different forms and characteristics. Leder huis heeft een eigen kruis, every the house has its own problems, suffering is part of human life which is natural, meaning that every living human must experience suffering different rates.

Inequalities that are considered as social problems by the community depend on the social system of the community (Soerjono, 2010: 319). However, there are several problems faced by society in general, namely, first, poverty is considered a social problem if the differences in the economic position of members of the community are strictly determined. Both crime and violence, namely the high and low rates of crime and violence, are closely related. with the forms and social organizations in which the crime occurred.

In contrast to other children, the girls are in the Tompobalang area, Gowa Regency, Indonesia. They are forced to work under pressure with the target of wages, some go to school some don't and they all work to meet their daily needs, what is sad is that those who go to school but still work, "part time" work after they come home from school and immediately take he sells, such as crackers and later when it's already dark then he stops working to be picked up by his mother who drives her rickshaw filled with junk. Upon further investigation, the researchers found that they were forced to work because of economic demands, they were only carrying out their roles so that they sometimes got bullied, this was triggered by a limited economy, coercion from parents, not to mention children selling their prayer books to snack visitors. in that place, sometimes he is pushy so that his goods are bought, and after the researchers noticed that the girl was being watched by her parents from afar. This means that there is exploitation in front of their eyes, the child is forced to peddle his goods to people who want to buy the food. There is also the consequence of their parents' divorce which forces them to work after school. Ariani, Andi, Arlin, & Alimsyah (2020) stated that school is their ticket to achieving success later which is an important tool for gaining knowledge because by going to school and being diligent we will get what we want and what we aspire to. Then there are some of them who are targeted for wages, if it doesn't match then verbal violence occurs. Children who should receive protection, love from their parents, are looked after, and who should and are meant to learn and play at their age, do not even get their full

rights, and an unsupportive environment will also be a factor in the occurrence of verbal exploitation violence.

Method

This research is a type of descriptive qualitative research, the location of this research is in Tompobalang, Gowa Regency, Indonesia regarding victims of verbal violence and exploitation of girls. The reason for choosing the research location was because of the high rate of violence and exploitation of women every year, then based on the survey the researchers conducted there were many underage children, especially women, who were employed on the basis of verbal and physical violence which then used a case study approach (spot case). Determination of informants in this study using a purposive sampling technique. The subjects of this study were: female victims of verbal abuse and exploitation divided into 2 categories namely, children (age 5-10 years), adolescents (age 11-13 years), parents (age 23-55 years). The research instrument is a tool used in collecting data, which is the main instrument in this study is the researcher himself (human instrument). As the main instrument in this study, the researcher started from the early stages of the research to the results using observation guidelines, interview guidelines, and document review. Data collection techniques are very important in research because their main goal is to obtain accurate data. The data collection techniques used in this study are as follows: observation, interviews, and documentation. The data validation technique used to test the credibility of the data in this study is a member check. Data validation techniques in this study were data obtained in the field and then processed descriptively qualitatively through three stages, namely data reduction, data presentation and conclusion.

Results and Discussion

Child Exploitation

According to the Big Indonesian Dictionary (KBBI) exploitation is exploitation, utilization, or utilization for one's own benefit. or extortion of power over other people is an act that is not commendable. Human society wherever they are will always face the possibility of conflict. Exploitation in general means the politics of arbitrary or excessive use of a subject. Exploitation is only for economic interests without considering the sense of decency, justice and welfare compensation. Exploitation of children refers to discriminatory attitudes or arbitrary treatment of children by families or society. Forcing children to do something for the sake of economic, social or political interests without regard to children's rights to get protection in

accordance with their physical, psychological development and social status Suharto in Amiruddin (2007). Another understanding of child exploitation is unethical use of children for the good or luck of parents or other people (Karundeng: 2005). According to law No. 4 of 1979 concerning child welfare, what is meant by a child is someone under 21 years of age and unmarried, whereas according to Law No. 23 of 2002 concerning child protection is someone who is 18 years old, including children which is still in the womb.

Verbal Violence

Mahmud (2019) mentions that one of the punishments that parents sometimes don't realize is blaming the child with sentences that hurt the child's heart and feelings. The error is repeated until it mentions all the child's shortcomings. This condition is the beginning of verbal abuse in children. In other conditions there are also parents who intend to discipline their children, but in the wrong way. You do this by shouting, scaring and threatening the child. When a child gets this treatment, all of that will be stored in his memory and will shape his character so that it can hinder the child's development. Soetjiningsih (1995) classifies forms of child abuse into several categories, namely physical abuse, negligence, emotional abuse, sexual abuse, and Munchusan syndrome. While Azevado & Viviane argue that verbal violence is included in the category of psychological violence in the classification of insults or humiliation (Maknun, 2017). Verbal abuse or commonly called emotional child abuse is verbal action or behavior that causes adverse emotional consequences. Verbal abuse occurs when parents tell children to be quiet or not to cry. If the child starts talking, the mother continues to use verbal abuse such as "you are stupid". "you are talkative", "you are impudent". Children will remember all verbal violence if all verbal violence takes place in one period (Fitriana, Pratiwi, & Sutanto, 2015). The same thing was also stated by Gunarsa that verbal violence is violence from words that cause pain in feelings and psychologically (Mamesah, Rompas, & Katuuk, 2018). Saying harsh words without touching physically, such as threatening, slandering, insulting are examples of verbal violence. If this goes on continuously, it will disrupt the development of children.

Conflict is the most salable commodity to be exploited for certain interests. Society can never escape conflict, because conflict itself is an important aspect of social change (Jacobus: 2013). From the explanation above, it can be concluded that verbal violence is carried out continuously causing psychological disturbance to children, delays and even causing child brutality as a result of prolonged pressure without thinking about one's

feelings. If this is done continuously it will hinder the development of children, so that children feel isolated in their environment, feel left out, and always feel inferior or insecure. Especially if it is accompanied by exploitation, of course the child will become increasingly depressed. The existence of pressures or oppression that he gets from his parents or other closest people makes children feel psychologically disturbed so that sometimes this makes children rebellious, so it is not uncommon for children when they are adults to do the same to their friends and even strangers. his own parents.

(i) The causes of verbal violence and exploitation of girls are

1. Economic weakness: it is one of the factors in the exploitation of children, especially women, causing many parents to make demands on their children to work rather than go to school.

2. Adab: lack of politeness and manners that have faded and no more manners in speaking so that what is said is no longer using the correct language.

3. Parental relations: parental communication with children that is inappropriate and violates ethics, such as speaking rudely and profanely to children.

4. Environment: The living environment pushes children into negative associations which causes them to join in earning a living on the street instead of going to school.

(ii) The impact of verbal violence and exploitation on child development, namely:

1. The child's psychological condition is disturbed: this factor causes mental disorders in children because they are forced to work based on verbal and physical violence which then spends more time on the streets than getting formal education, parental love and taking away playing time at their age.

2. Loss of enthusiasm for learning: because there is no encouragement and awareness from parents to direct their children, then the influence of the environment and friends who suffer the same fate causes children to choose to live on the streets rather than study.

3. Brutal: pressure from parents or other close people makes children brutal, moreover, based on harsh behavior and speech, it makes children more disobedient.

Here the researcher also found that there were some children who were employed with their parents, either as scavengers or beggars at certain times,

for example on Fridays they used the current term "blessed Friday" where they could get a lot of food, money and even clothes. They are also commonly found in fast food restaurants, with a pitiful face to evoke compassion for people who want to eat there, this is part of their trick. But after being given, they still do the same thing over and over again. This is what makes their parents feel at home about the exploitation of their children who often neglect their education because much is gained from employing their children rather than sending them to school.

Conclusion

Verbal violence is violence that is carried out verbally, and continuously without regard to the feelings of others. Whereas exploitation of children is where children are employed by close people or their parents with their own benefits, for example by targeting wages if they are not appropriate then beatings will occur. Children who should be learning at their age, who should be playing happily, and who should be prosperous and enjoying their childhood are instead employed by their parents. It is true that the economy is decisive, but all of this is the responsibility of the parents, not the task of their children. He loses rights at his age, if you pay close attention they are like carrying a heavy burden and shaking thoughts. Of course from the results of this research, we can learn that parenting from parents is needed to educate children from a young age, children will follow what we do, if from a young age we educate children with violence then it is very likely that when they grow up they will do the same thing. same. Unknowingly these traits will shape the personality of the child. To break the chain of verbal abuse and exploitation of children, mutual respect is needed, respecting differences because each child has different strengths, if it doesn't match what we want, don't get scolded, don't yell at it, don't say sentences that can demean children. Then this is what the government should address and the number one unit is child labor, how can the future children of this nation be guaranteed a life, especially from a mental and educational perspective. Therefore, it really needs good communication between parents and children, embrace our children because they are the leaders in the future.

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Construction of the Social Reality of Violence Against Journalists

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ABSTRACT

This research is based on the rampant violence against journalists that has never been resolved. Violence against journalists continues to occur, even though Law Number 40 of 1999 concerning the Press has expressly provided freedom or independence for the press in seeking and providing information. The social construction of reality popularized by Peter L Berger and Thomas Luckman assumes that violence against journalists is an ongoing and recurring event in society. The social construction of violence against journalists is caused by a lack of public understanding of the functions and duties of journalists. Social construction is an action and interaction between individuals and groups that are created continuously. This research is a qualitative research using the theoretical approach of Peter L Berger and Thomas Luckman which aims to find out how social construction works towards the social reality of violence against journalists. Meanwhile, the paradigm used in this study is a constructivist paradigm that sees social construction as created by individuals, but the truth is that it is a social reality that is relative. The results of the study show that violence against journalists is not only carried out in physical form, but intimidation, pressure, and destruction of journalists' property when reporting. Verbal and psychological violence is also often obtained by journalists when carrying out their duties. Meanwhile, legal protection efforts for journalists, which are expected to be able to provide a solution to violence, have instead subsided. Settlement of cases of violence against journalists is generally resolved in the form of kinship or peace.

Keywords; Social Construction, Violence Against Journalists

Introduction

In carrying out its functions, the press cannot be separated from irregularities which are of course committed by the subject of the press in this case the public, the press itself and even the government. Press freedom promoted since the 1998 reform has not fully protected journalists from acts of violence, this has resulted in the non-recognition of press freedom.

For some people freedom of the press is a blessing, for others it is a threat. This is one of the dilemmas experienced by the national press during the reform era. Forms of pressure from parties who are not ready for changes in patterns of press reporting which are sometimes not wrapped in subtle language. The pressure that emerged in this era of press freedom took various forms, ranging from threats, acts of violence, subpoenas and others. Dan, (2000).

The social construction of the social reality of violence against journalists in Makassar City is a reality that is formed, constructed and agreed upon in a certain society. As a result, violence against journalists continues to occur, the form of resolution is only resolved peacefully or amicably. Several cases of violence against journalists have also not been resolved, precipitated and did not provide a solution, for example the violence against LKBN ANTARA journalists that occurred in 2019, until now the case has not been resolved, as well as various other cases of violence.

Pressure, threats or intimidation against journalists is usually carried out by parties who feel disturbed or harmed by the reporting of a journalist. Even if they feel aggrieved, the source has the right of reply to rectify the news made by journalists. Violence is not only carried out in the form of harassment, intimidation, threats or physical attacks, but includes the destruction of a number of property coverage. (Hendyana et al., 1999).

The violence that occurred against journalists in Makassar City is in line with the social reality put forward by Peter L Berger and Thomas Luckman about their theory of social construction. Pressure in the form of violence against journalists is a social reality of a social construction, where actions are carried out through an interaction of both individuals and groups that are created continuously in a reality.

Sociologically, violence is an interaction between individuals or groups that ignores social norms and values that apply in society to achieve the desired goals. This irrational action certainly does not only have a negative impact on the perpetrators themselves, but also for other people. (Law, 1999).

Social construction views violence against journalists in Makassar City as a social reality that occurs continuously in which interactions between journalists as news seekers and sources often experience friction, both from news factors that are considered detrimental to sources, factors of interest by certain parties, including the lack of understanding of the community. on the duties and functions of journalists.

Burhan, (2017: 193) Social construction of social reality (social construction of reality), was introduced by Peter L Berger and Thomas Luckman through his book "The Social Construction of Reality, a treatise in the sociological knowledge" (1966). Berger and Luckman describe social processes through their actions and interactions, in which individuals continuously create a reality that is owned and subjectively experienced together. (Agustang et al., n.d.).

In its position the press is a social institution that is in the social structure between cultural, political and economic institutions. In carrying out its functions, the press is confronted by a tug-of-war between two demands, on the one hand fulfilling the interests of media owners and on the other hand fulfilling demands that come from political, economic or socio-cultural institutions and society. (Theoretical, n.d.).

This study uses the theoretical basis of social reality construction introduced by Peter L Berger and Thomas Luckman. Research on meaning through the sociology of knowledge requires two aspects namely; reality and knowledge. These two terms are key to the social construction theory of Peter L Berger and Thomas Luckman. Reality is defined as a phenomenon that has an existence that does not depend on individual will. While knowledge is the certainty of these phenomena in real terms and not wishful thinking. Social reality in social construction is the result (externalization) of human internalization and objectivation of knowledge in everyday life. (Theory et al., 2016).

The theory of social construction introduced by Peter L Beger and Thomas Luckman views social reality that occurs in society as a formation and has been constructed by humans. Berger and Luckman divide social construction into three stages of externalization, objectification and internalization. Externalization is a process of adjustment to the sociocultural world as a human product. Objectivation is the dissemination of opinion through public opinion discourse about social products between individuals and the creators of these social products. Meanwhile, internalization is a process in which individuals identify themselves with social institutions or social organizations where individuals are members, (Kamelia & Nusa, 2018).

Social construction looks at how knowledge is built in the intersubjective world and the process of social institutionalization. Everyday life has stored and provided reality, as well as knowledge that guides human behavior in everyday life. Everyday life displays objective reality that is interpreted by individuals or has subjective meanings. The objective reality

of the subjective meaning of violence against journalists is a justification for some people to repeat and continue to happen.

Peter L Berger in his social construction theory rejects formal logical explanations. According to him, the social reality that occurs in everyday life has been completely constructed by humans, through knowledge, then this knowledge is distributed so that it becomes a natural truth and is believed by others. What Peter L Berger and Thomas Luckman put forward provides an understanding that reality and knowledge that is born from the social construction of everyday reality is strongly influenced by individuals understanding something towards a habit (habitus), (Teori et al., 2016). The freedom of the press that was echoed through Law Number 40 of 1999 concerning the press has not fully worked as it should. Events that harm news seekers in Makassar City continue to increase, not only physical violence, but psychological and verbal pressure that journalists experience daily.

Method

This study uses a qualitative research method with social construction theory of social reality as its approach, with the research locus in Makassar City. Creswell, John W. & Poth, Cheryl N, (2018: 55), qualitative research is shaped by experience in collecting and analyzing data. Peter L Beger's theory of social construction is oriented towards how to understand social construction in the social reality of violence against journalists in Makassar City. Based on data and facts, it is known that violence against journalists often occurs when reporting. Meanwhile, the constructivist paradigm is carried out to examine the phenomenon of violence against journalists.

Buru, (2019) said the constructivist paradigm, which is a paradigm that is almost the antithesis of an understanding that places observation and objectivity in discovering a reality or science. In the explanation of ontology, the constructivist paradigm is the reality of social construction created by individuals, but the truth is a social reality that is relative, which applies according to the specific context that is considered relevant by social actors. (ADLN - Airlangga University Library Dissertation Social Construction of Mass Media: The Meaning of Social Reality ... Burhan Bungin, n.d.).

While primary data is data obtained directly through interviews. While secondary data is supporting data that comes from various references either through books, scientific journals to other articles that provide support. The analysis technique used is a qualitative analysis technique using the social construction theory of Peter L Berger and Thomas Luckman.

Miles and Huberman (1994) say that activities in qualitative data analysis are carried out interactively and continuously until they are complete and continue continuously until they are complete, so that the data is saturated, Upe, A. (2022: 100).

Discussion

Press Criminalization

Etymologically the word "press" (Dutch) "press" (English) "presse" (French) means "press" or "print". Derived from the Latin, pressare from the word premere (press). The terminological definition is "printed mass media" abbreviated as "print media". Dutch is drukpers, or press, English is printed media or printing press, or press. The term press is commonly interpreted as "newspaper" (newspaper) or "magazine" (magazine). Often also includes the notion of journalists in it, (Muis, A. 1999: 11).

Even in carrying out the function of social control, the press is also subject to the provisions of the applicable laws and regulations. The press is not sterile from the socio-cultural norms of local religion. The press is not above the law, especially if the press is considered to be the law itself. Article 2 of the Press Law explains that "press freedom is a manifestation of people's sovereignty based on the principles of democracy, justice and the rule of law, Efendi, A (2019: 5).

The 1999 Press Law has regulated various freedoms of the press to use their freedom to uphold democratic values, however, this freedom is not absolute. There are limits to freedom that apply to members of the press to prevent things that abuse the function of freedom of the press itself. Philosophically, it can be explained that information whose nature of truth is "journalistic truth", not juridical truth" (Radita Gora, 2015: 19). The media no longer only acts as an observer, the media is not only a "barking dog", but the media can also become an agent that allows a change to occur, Shah, S (2014: 12-280).

Tyner (2016) expands further on hidden forms of violence by arguing that what is defined as violence in a legal sense, what is understood as violence in a given society depends on how life is valued at a particular time in history. Thus, the hidden forms of violence are not inborn, but by design. According to Tyner recognition of contemporary violence often requires direct and spectacular harm. (Deutsch & Fletcher, 2022).

Press Freedom Terminology

Although the independence and freedom of the press has been guaranteed by the constitution in the form of the Press Law, this does not mean that the press is free from distortions. There are several distortions that can come from various parties, including distortions in reporting by media owners on information. If the news has a negative impact on the continuity of the media industry, the media owner will ask the editor not to publish it. Distortion also comes from the behavior of the press or journalists that occur due to disobedience to the journalistic code of ethics or deviating from the Press Law.

Distortion in mass media reporting is a condition in which information is conveyed by the media industry incompletely by reducing or adding information that is not actually based on existing facts. Generally, mass media distortion in reporting is done to gain advantage from information providers, both from business and political economic benefits.

The Press Law is a form of press freedom against people's sovereignty. As stated in Article 2 that freedom of the press is a manifestation of people's sovereignty based on the principles of democracy, justice and the rule of law. As a manifestation of implementing the people's mandate, professional media are needed that are oriented towards presenting correct information, focus on the interests of the people, are independent from news sources and are disciplined in verifying the quality of information.

The freedom of the press that is echoed is a 'locomotive' for journalists to remain on the 'carriage' of the Press Law, so that there is no more distortion of reporting. The press is present in society with the aim of upholding democracy, providing information to the public without any restrictions, because the press actually has the right to seek, obtain and disseminate information without interference or pressure, either from media owners or other parties.

Conclusion

The rampant criminalization of journalists illustrates the lack of respect for journalists in carrying out their work. The violence experienced by journalists proves the lack of public understanding of the duties and functions of the press. The function of the press as the fourth pillar of democracy is not directly proportional to the legal protection it gets when it experiences violence while carrying out its duties. As a result, violence against journalists in various countries continues to occur, even the number has increased. Ironically, the settlement of cases of violence has not received a good response from law enforcement officials, several cases of violence

have been neglected so that they do not find an end point in solving the criminalization of the press.

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Social Intervention based on Empowerment of the Kokoda Tribe Muslim Community

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ABSTRACT

The Kokoda Muslim community is known as a backward society, poor and unable to keep up with the changing times. Although known to have natural resources and valuable cultural values that can be used as social capital in improving their quality of life. Therefore, this study will look at how the theoretical strategy and concept of empowerment-based social intervention in the Kokoda Tribe Muslim community in Sorong City, West Papua. The aim is to provide an understanding of the concept of social intervention and community empowerment in general as well as an offer of theoretical solutions for empowerment-based interventions to improve the quality of life and community independence. The result is that this study finds a theoretical strategy of empowerment-based social intervention abbreviated as R-O-N (Resources, Organizing and Norms).

Introduction

Equity by increasing growth is a perspective that always dominates development thoughts or paradigms. This paradigm assumes that growth and equity will be enjoyed by the community to the lowest level, through a trickle down effect. However, from the experience of development in the past three decades (1940-1970), the reality is that the people at the grassroots level do not enjoy the disbursement of the results of this development, as expected. (Mardikanto, 2013: 14) The ideal hope in the process of community development (People Centered Development) which places the community as the center of attention as well as the main actor of development, is often not achieved. This is a logical consequence because in the formulation and determination of the program, the community at the lowest level is not included in the decision-making process. Thus, their aspirations, interests and needs are not accommodated in the development program.

The basis for the interpretation of people-centred development is the assumption that humans are the main target and the most strategic resource. Therefore, development should be carried out based on a sacred vow, which

includes a planned effort that takes sides in order to increase the capabilities and potential of the community and mobilize their interest to participate in the process of making a decision, on various matters relating to their lives, which has an impact on promoting their own power, rather than perpetuating the dependencies that create the relationship between the State bureaucracy and society. They not only need to meet their physical needs, but also the needs of self-esteem and self-actualization. In this regard, at the primary level, the condition when a person cannot fulfill his basic needs is contrary to human dignity. At a secondary level, someone whose physical needs are only met can also be said to be inhuman. (Soetomo, 2013: 71).

In general, Papua is very famous for its abundant natural resources. The abundance of natural resources is contrary to the life of the people. More than 80% of Papuans are classified as poor or very poor. (Stepanus Malak, 2015:50-51). The conditions are almost the same as in the West Papua region, especially in the city of Sorong. This city has very rich natural resources, so it has opportunities in both domestic and international markets. In addition, the Papuan people, especially the Muslim community of Kokoda, also have cultural values that are very meaningful and upheld, which can then be used as social capital in improving the quality of life of the community. Such as, high tolerance, togetherness and self-sacrifice, hard to bear together, maintain and maintain traditions or ancestral heritage and uphold pluralism. (Firman Sujadi, et al, 2015:56). However, in reality most of the Muslim community of Kokoda who live in KM.8 Sorong City is still known as a group of poor people and is very concerned.

Poverty that occurs in the Kokoda Muslim community is influenced by two factors, namely: the characteristics of the lazy community and low and uncertain income. (Abdul Rahman, et al: 33). In terms of employment, many Kokoda people focus only on the agricultural aspect or part-time work. Thus, making them only as producers of raw materials and vice versa become consumers of finished goods. In addition, the lazy nature is exacerbated by a culture that likes to commit deviant acts, such as drinking, gambling, free sex and a hedonistic culture of life. Another condition experienced by the Kokoda community is the lack of awareness in terms of education (unemployment – income inequality – poverty), gender stereotypes or the marginalization of women (Akramunnisa, 2013:2).

If social and economic development is not followed by the quality of life of the population, it will lead to various conditions that can exacerbate inequality and social marginalization. Thus, new alternatives are needed that can ensure that all members of society enjoy the benefits of economic growth. At the implementation level, it is necessary to use an approach strategy where the community functions as an object as well as a subject in identifying problems, planning, implementing and feeling the benefits of the potential of their natural resources. One of them is through empowerment activities. This empowerment activity aims to increase the empowerment of the Kokoda Muslim community through increasing motivation and participation, providing awareness of problems and potential wealth, as well as providing independent, sustainable and sustainable socio-economic institutional strengthening for external parties.

The concept of empowerment is closely related to the concept of social intervention. The principle of social intervention is to place humans not only as objects, but also as actors who can determine goals, control resources, and drive processes that affect life. and regional autonomy (Moore et al. 2018). The thing described is also the key word of empowerment itself. Empowerment through intervention methods includes not only strengthening individuals or community members, but also their institutions. Instilling modern cultural values, such as hard work, frugality, openness, responsible attitude, renewal of social institutions and their integration into development activities. The role of the community in it is an effort of empowerment.

To achieve a change in the living standards of the Kokoda Muslim community for the better, an intervention is needed through empowerment activities that favor the interests of the community. Because basically the Muslim community of Kokoda has received a lot of empowerment programs carried out by the government and social institutions. However, the condition of the Kokoda Muslim community to this day is still the same and has not improved significantly. The Kokoda Muslim community has not been able to compete socio-economically with migrants and even with other indigenous Papuan tribes. Therefore, the author feels the need to carry out intervention activities through empowerment of the Kokoda Muslim community in Sorong City, West Papua

Problem Formulation

Based on the description of the background above, it was found that the life of the Kokoda Muslim community is still in a condition that is unable to escape the trap of poverty and underdevelopment. Even to this day they have not been able to compete socio-economically with migrants and even with other indigenous Papuan tribes. This fact becomes very ironic because in fact they have received a lot of assistance from empowerment programs carried out by both the government and Non-Governmental Organizations (NGOs). The empowerment program, which is an alternative solution for development, still has a bias that has become a public debate, for example in terms of the suitability of meaning and function in the field. Because the paradigms built by NGOs are different. In fact, the term empowerment has degenerated into just working on physical projects that perpetuate dependence and create moral hazard that can reduce people's mental health because they do not educate in the long term.

To answer the main problems mentioned above, the author makes the following questions:

What are the theoretical strategies and concepts of empowerment-based social intervention in the Kokoda Tribe Muslim community in Sorong City, West Papua?

Purpose

The purpose of choosing this title is to provide an understanding of the concept of social intervention and community empowerment in general as well as an offer of theoretical solutions for empowerment-based interventions to improve the quality of life and community independence.

Theory Study

Social intervention is an effort to help people who experience internal and external disturbances that cause people to not be able to carry out their social roles properly. (Boediman Hardjomarsonoe, 2004). The social intervention in question is a social engineering in seeking a planned change at the level of individuals, groups, and communities whose success can be measured and evaluated. These changes are intended to improve or shorten social distance or improve social functioning where each individual, family or group can play a proper role in society or its social environment. With the intervention, it is hoped that professionals can provide employment opportunities for adolescents or adults so that they can be empowered and

empower their own families (Dunst & trivette, 2019). In addition, it is said that the supporting factor for the success of the intervention is the open collaboration of various stakeholders so that individual needs can be connected with sources in the wider community (Annisa, et al. 2020).

The concept of community empowerment is an effort to transfer "power" to people who are less empowered "powerless" (Feste & Anderson, 1995). Empowerment is a process so that each person becomes strong enough to participate in controlling, and influencing the events and institutions that affect his life. Empowerment emphasizes that people acquire sufficient skills, knowledge and power to influence their lives and the lives of others they care about. Empowering women can contribute to development (Duflo. 2012)

The community empowerment process is a deliberate effort to facilitate local communities in planning, deciding and managing their local resources through collective action and networking so that in the end they have the ability and independence economically, ecologically and socially so that they continue to explore traditional wisdom and adopt innovations that are beneficial to the lives of their families and communities.

This empowerment program still has a bias that has become a public debate, for example in terms of the suitability of meaning and function in the field. Because the paradigms built by the Non-Governmental Organizations (NGOs) are different. Even the term empowerment degenerates into just doing physical projects and creating dependency. Therefore, 2 types of empowerment will be described, namely:

1. Community Development (CD), is a development that prioritizes the physical characteristics of the community. CD prioritizes the construction and repair or manufacture of community socio-economic facilities. For example: training on nutrition, family planning counseling, construction of toilets, roads, grant assistance, school equipment assistance and so on;

2. Community Organizing (CO) is a development that prioritizes the development of critical awareness and the exploration of the potential of local community knowledge. CO prioritizes community development based on democratic dialogue or deliberation (Esrom Aritonang, 2013: 9)

Methods

1. Type of Research

This study uses a qualitative approach with a descriptive type of research. This means that the procedures for disclosing data and facts that researchers use are non-statistical or non-mathematical (Maleong, 2006). Qualitative research aims to obtain as much data and information as possible about the main issues discussed. While the type of research is descriptive which aims to describe objectively and as it is about social interventions that are appropriate to the research problem.

2. Location or Research Object

The research location by the researcher was determined by the Kokoda Muslim Community who resides in KM. 8 Sorong City, West Papua. In this study, researchers selected informants based on consideration of representation from the community and the government or relevant stakeholders. namely: the representation of women, the youth generation, community leaders, religious leaders and the general public.

3. Types and Sources of Data

This research was conducted using a descriptive study with data collection consisting of primary data and secondary data. Primary data was obtained from direct observation to the field as well as the results of interviews with informants regarding the object under study and adjusted to the needs. Secondary data were obtained from previous research documents and government program data related to the Empowerment Program.

4. Data collection techniques

Data is information about an object of research (Bungin, 2013: 123). The data in this study were obtained based on: Observation Techniques, Interview Techniques and Documentation Techniques.

5. Data Analysis Techniques

The analytical technique that will be used in this research is to examine all the data obtained from various sources, direct interviews with informants, and observations in the field. After that, make preparations related to theoretical strategies and stages of social intervention based on the concept of R – O – N (Resources – Organizing – Norms).

Results and Discussion

1. Theoretical strategies and stages of empowerment-based social intervention in the Kokoda Tribe Muslim community in Sorong City, West Papua

Community intervention activities are activities that seek to raise the condition of the community from powerless to full power. Reducing vulnerability vulnerabilities to be empowered. From observations on the Muslim community of Kokoda, the government and NGO empowerment programs are still around the aid of infrastructure materials that are top-down rather than bottom-up so that the national-scale program certainly does not accommodate the voices of the people who actually understand the root of the problems they are experiencing. Therefore, the social empowerment intervention offered here is the community organizing program, which is an empowerment program that prioritizes critical awareness building and exploring the potential of local community knowledge so that the community has a bargaining position and is more independent. The process of strengthening the capacity and critical awareness of the community is expected to identify and at the same time be able to utilize and organize the resources and institutions they have while still respecting local wisdom such as local norms or rules and customs.

The theoretical intervention strategy mentioned above is abbreviated as R-O-N (Resources, Organizing and Norms) with the following explanation:

a. Resources (Resources)

The resources in question are personal resources, social resources and natural resources around the community. How to provide critical awareness to the community about the resources they have through capacity building in various sectors.

b. Organizing

Organizing is meant to provide reinforcement to individuals, groups, organizations and other institutions. The organization of non-governmental groups needs to be accompanied by an increase in the ability of its members to build and maintain networks with various social systems around them.

c. Norms (Norms)

Assistance or capacity building carried out based on existing norms and customs.

This R-O-N strategy will simultaneously be operationalized into the following stages of implementing social interventions:

a. Regional Potential Observation and Mapping

At the initial stage, a facilitator or assistant makes observations and introductions to the assisted areas. Conduct initial socialization to community leaders, religious leaders, social institutions, as well as elements of government and local government. At this stage, the facilitator together with the community members mapped the potential of the area. For example, in the residential area of the Kokoda Tribe, there is a lot of unused land, agricultural land that is not used.

b. Determination of the Issue/Source of the Problem

After mapping the potential of the area, at this stage the facilitator and the community conduct joint deliberation or known as the Focus Group Discussion (FGD) method to explore and find out the main causes of socio-economic problems experienced by the Muslim community of the Kokoda Tribe. So that the issue obtained is not the result of stereotypes from outsiders but the problem is found by the community themselves so that they are aware of and internalize the main cause of the problem. At this stage, the community, accompanied by a facilitator, tries to make explicit an issue that has not been realized for a long time because it is wrapped up in small problems that often appear on the surface.

The issue of poverty and underdevelopment of the Kokoda Muslim community is reflected in the high dependence on government assistance, lazy nature, lack of need for achievement, lack of interest in education, lack of entrepreneurial spirit, not using vacant land, and often committing deviant criminal acts.

c. Critical Awareness

The specialty of this intervention model is that at this stage the facilitator tries to synchronize the issues that have been found previously with the wealth of potential resources around people's lives. The community is invited to contemplate together and understand that there is no problem that cannot be solved and the best solution is a solution that comes from oneself and solves it independently without having to depend on any party. Provide awareness that they have a wealth of potential natural resources, human resources and social resources to be managed by themselves.

The Kokoda Muslim community is very well known for its wealth of resources both at sea and on land because they live in coastal areas and some in mountainous areas. In addition, the Kokoda Muslim community also has cultural values that are still maintained today such as the spirit of mutual cooperation, high tolerance, togetherness and self-sacrifice, hard to bear together, maintain and maintain traditions or ancestral heritage and uphold pluralism. These cultural values should be used as social capital to achieve the desired change.

d. Action plan

The success of social intervention planning for the empowerment of the Kokoda Muslim community lies in the participation of all parties, both the lower class community, community leaders, religious leaders to tribal leaders as leaders of indigenous peoples, because in the action planning process, legitimacy or approval of ideas about desired changes. Therefore, at this stage the facilitator invites all levels of society to choose a representative from them as group leaders and think together to plan actions as solutions to the main issues that have been formulated together. The community is assisted to make careful planning starting from determining the type of activity, implementation time, calculation of implementation costs, and the person in charge of each activity plan so that they are able to build a spirit of togetherness because they are one unit.

e. Activity Implementation

This intervention process emphasizes the independence of the community, so it is hoped that problems are found by the community, action plans are carried out by the community and every action step is carried out by the community by utilizing the resources they have in ways that are in accordance with the norms and social values of the community.

In general, problems can be seen as problems that can be solved over a long period of time and quickly. Therefore, from each problem that has been identified, it will be resolved in turn based on the urgency of each prioritized problem. However, every problem will be solved.

Based on the findings of several problems in the previous point, the list of activities needed by the Kokoda Muslim community are:

1) Providing motivation and advocacy: strengthening mindsets, providing the education they need (illiteracy, values of life, based on school needs)

2) Improvement of social capital: community skills and abilities (life skills). Such as: Providing training to open a business selling basic necessities, successful fishermen, using vacant land by farming

3) Provide special skills training for youth regarding their potential (example: workshop)

4) Provide education on healthy living

5) Opening a learning house for PAUD and Kindergarten ages

6) Institutional strengthening

7) Build community, government and capital partnerships

8) Entrepreneurship strengthening

9) Evaluation and Monitoring

The word "evaluation" is often interpreted as the equivalent of an assessment, which is an act of decision making to assess a certain object, state, event, or situation that is being observed (Mardikanto, 2013:264). Therefore, in this stage the authors juxtapose evaluation and monitoring as stages of activity that cannot be separated.

The indicators for achieving the success of this empowerment social intervention program can be seen as follows:

a) The amount of funds collected comes from non-governmental organizations

b) The number of citizens who are actually present in each activity held

c) Increased variety of vocational skills

d) Number and types of ideas initiated by the community

e) Creation of varied community skills: entrepreneurship, workshops, cake making and food menus

f) Reducing the number of children dropping out of school

g) Cleanliness of residential areas

h) Establishment of equal partnership between the community, government and capital owners (network development)

i) Community independence continues even after being left by the facilitator

G. Conclusion

If we look at the Kokoda Muslim community, what is relevant here is including the element of artificial poverty, namely poverty made by humans, from humans and to humans as well. Because the problem that occurs is a structural factor that requires comprehensive handling so that the solution for handling it is not one-time. Requires a long process and support from all competent parties.

In this research on social empowerment interventions, the authors try to accommodate two important things, namely: first, by increasing critical awareness to make explicit and internalize the conditions they experience. Second, after the community has a critical level of awareness to maximize the utilization of R-O-N, the last stage is to build an equal partnership relationship between the community-government-capital owners.

Finally, the Republic of Indonesia as a democratic country should always be guided by the essence of democracy. That is:

"Come to the people"

Live with the people

Learn from the people

Plan with the people

Working with the people

Start with what the people know

Build what the people have

Teach people by example and example

Creating a program that is grounded and can be executed with a clear and transparent method, not in the form of a design that smells of heavenly wind that anesthetizes the soul, but is empty."

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Gamification and Edutainment in 21st Century Learning

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Abstract: The development of technology has paved the way for a revolution in education. Technology-enabled learning is becoming an integral part of a larger system of practices and policies to prepare and support a highly skilled workforce in 21st-century learning. E-learning, or digital instruction and training, has utilised gamification for several years. Taking a closer look at the evolution of game-based learning and gamification in computer science, it must be acknowledged that game-based learning appears to have reached a stalemate in which the instructional seamless integration of learning and gaming is not yet a reality. Likewise, gamification in digital teaching and training systems presents a comparable circumstance. Game-based learning is an innovative form of education that incorporates educational computer games. It also includes educational games software, such as learning aids, instructional enhancement, and student assessment. Gamification can help develop a systematic approach, supporting an organised and methodologically sound gamification design for digital teaching and training. Diverse forms of computer games are utilised extensively in the field of education. Creating appropriate games can increase the acceptability of instructional material among learners. Numerous researchers have turned their attention to game-based learning and gamification. Gamification has existed for a long time, originating from marketing initiatives such as point cards and rewards memberships, educational structures, the highest scientific level, degrees, and workplace productivity.

Keywords: *Gamification, Edutainment, Education, 21st Century, Learning*

INTRODUCTION

The new millennium is the growing importance of knowledge for economic prosperity and the emergence of a learning society, despite the widespread focus on digital technologies. The analysis demonstrates that innovation should be understood as a broad social and economic activity within the context of that society: it should transcend any specific technology, even revolutionary ones, and be tied to attitudes and behaviours geared toward

the exploitation of change by adding value (Conceição et al., 2001). Traditional programming instruction is often tedious and intimidating, particularly for younger students. This typically results in resistance and adoption, although programming is the foundation of modern technology. Game is the defining characteristic of immersion. Its powerful ability to engage players can eliminate aversion and motivate students to learn to code. A digital game is an excellent way to learn to program. The cross-platform game provides the player with a role-playing game design and a kinesthetic approach to reinforce the fundamental programming concepts (Sarkar et al., 2016). In digital instruction and training, or e-learning, gamification emerged several years ago. Taking a closer look at the evolution of game-based learning and gamification in computer science, it must be acknowledged that game-based learning appears to have reached an impasse where the instructional seamless integration of learning and gaming has not yet become a reality. Similarly, gamification in digital teaching and training systems presents a similar situation. Gamification can aid in developing a systematic approach, which can then support an organised and methodologically sound design of gamification for digital teaching and training (Martens & Mueller, 2016). Various forms of computer games are widely utilised in the field of education. Creating appropriate games can increase the learner's acceptance of instructional material. Game-based learning and gamification have emerged as the primary focus of numerous researchers. Game-based learning is an innovative method of education that incorporates computer games with educational value. It also includes games software with educational purposes, such as learning aids, instructional enhancement, and student evaluation. Gamification has been around for a long time, originating from marketing efforts such as point cards and rewards memberships, educational structures, the most crucial scientific level, degrees, and workplace productivity (Al Fatta et al., 2018).

LITERATURE REVIEW

21st Century Learning in the Digital Economy

Technology advancements have paved the way for a learning revolution. E-learning or technology-enabled learning is becoming an integral component of a larger system of practices and policies designed to prepare and support a highly skilled workforce in the digital economy. The power of e-learning derives from the ability to leverage technology and information to change the fundamental principles of learning by eliminating the one-size-fits-all approach to instruction and customising content to meet everyone's needs and learning styles (Pantazis, 2002). Digital natives enjoy playing digital games for entertainment, engagement, fun, and enjoyment. With the advent of

the internet and mobile applications, edutainment and gamification are gaining importance in the educational sector. With the rapid advancement of mobile technologies and applications, games are now entering a new era in which they serve to entertain, educate, and inform. Games can provide interactive learning tasks and activities that foster collaboration and innovation (Apriani et al, 2022; Apriani et al, 2023; Muthmainnah, 2023, Muthmainnah et al, 2022; Khaddage et al., 2014). The transition from industrial economies to digital and knowledge-based economies in the 21st century, fueled by rapid Information and Communication Technologies (ICTs) such as the Internet, YouTube, Chartrooms, Skype, and social media networks, has not only resulted in a new teaching approach globally but has also paved the way for a new generation of learners (anytime, anywhere learners) to enter the higher education system. Although universities and other institutions of higher education in developed countries and many countries have acknowledged that the 21st century global digital and knowledge-based economies evolution has ushered in the next generation of learners, and have therefore taken the necessary steps to combine the traditional method of lecturing in higher education with web-based learning management systems to accommodate these learners, universities and other institutions of higher education in developing countries and some countries have not yet taken these steps (Fosu, 2019).

Gamification in Education

Gamification is the application of game design principles to non-game contexts. The central concept is to use the motivational and engaging power of games to motivate users to engage in specific activities (Santonen & Faber, (2015). A robust definition is proposed to distinguish gamification from other gaming or playing concepts. They asserted gamification refers to 1) the use (rather than extension) of design (rather than game-based technology or other game-related practices) and 2) the incorporation of game elements into a design. 2) elements (rather than full-fledged games) 3) peculiar to games (rather than play or playfulness). 4) in non-game contexts (irrespective of usage intentions, contexts, or media implementation) (Al Fatta et al., 2018). Gamification incorporates game design elements (such as competition and scoring) into non-game contexts, such as education (Evans, 2016). Gamification in interactive exhibitions can attract visitors and improve engagement, flow, and learning, especially when multiple groups share the experience (Haesler et al., 2016). Gamification of learning, or the application of game design elements to learning activities, is a controversial but popular trend in education. On the one hand, proponents of gamification assert that gamification results in learning gains. The gamification of education reinforces essential skills such as problem-solving, collaboration, and communication. In addition, the requirement for interaction in a gamified

approach to teaching encourages students to take an active role in the learning process, thereby boosting student participation in online forums, projects, and other learning activities. According to opponents of gamification, it derails learning with aimless distractions, adds unnecessary competition stress, and disregards the pedagogical needs of students (Rabah et al., 2018). Compared five themes describe the role of gamification in tourism and hospitality (Edutainment, Sustainable behaviour, Engagement factors, Service provider-generated content and User-generated reviews). Then, a cross-analysis of the five themes reveals the key elements (affordances, behavioural and psychological outcomes, and benefits) generated by gamification mechanics, highlighting potential implications and pertinent insights for service literature (Pasca et al., 2021). Virtual games are one of the most significant opportunities today to enhance learning processes in educational environments. Numerous applications have been demonstrated, including teaching cultural aspects, citizenship, science, and the development of critical thinking. Nevertheless, despite the scientific evidence, many questions remain regarding the efficacy of gamification in education. The effects of gamification on motivation, concentration, and other cognitive aspects, as well as on interaction and prosocial behaviour, are generally positive. However, there are differences between gamification and the application of serious games in terms of objectives and outcomes (De Oro et al., 2021).

Edutainment

The term Edutainment was created by combining the words "Education" and "Entertainment," and as the term implies, it provides educational entertainment or entertainment education. This means that students can learn subject matter while being entertained instead of becoming accustomed to learning through teacher-centred learning. Under the umbrella of this novel concept known as "Edutainment" are Game-Based Learning and Gamification, two new instructional methods. These concepts can be utilised to facilitate the education of students of all ages (Jayasinghe & Dharmaratne, (2013). Gamification is the application of game theory and game mechanics to non-game contexts. It is important to note that many game designers and researchers concur that gamification is more than points and leaderboards and that specific elements and characteristics must be considered and included when edutaining a system (Gerber, 2014). In foreign language classrooms, games or gamified activities can be used in conjunction with traditional methods of instruction. Gamification as a novel pedagogical approach offers opportunities by game elements and techniques that can be implemented in nongame contexts such as classrooms. The online, free application has been used to stimulate students' English as a foreign language more effectively, actively, and interestingly. Teachers can access it for use in foreign language

classrooms (Yürük, 2019). Gamification, a technique of design that employs the motivational elements of games in other contexts, is increasingly viewed as a potential solution to the observed decline in learner motivation. Nevertheless, the demonstration of whether or not gamification in education is practical. For a more accurate assessment of gamification's potential, it is necessary to examine how gamification operates for edutainment (Roy & Zaman, 2017). An excellent example of edutainment and gamification is virtual reality (VR) application, most nations have active road safety policies that reduce traffic accident fatalities. Awareness of safety measures is a significant factor in this regard. With the correct use of seat belts, a device is known to save thousands of lives each year, being among the most crucial. The VR-enhanced educational entertainment application is designed to increase seat belt usage awareness. To achieve this objective, a motorised rollover system was developed that, when synchronised with a VR application (displayed on a head-mounted display for each user inside a real car), rolls over the vehicle with up to four passengers inside (Riera et al., 2021).

Satisfaction and Effectiveness Regarding Gamification and Edutainment

The term "21st-century skills" is most prevalent in contemporary education debates. Proponents point to a new reality in the workforce that requires the next generation of college students and workers to be independent thinkers, problem solvers, and decision-makers. The schools must focus on imparting the fundamentals and ensuring that students acquire increasingly vital thinking and reasoning skills. These skills, widely cited by national education groups, teacher unions, higher education organisations, and workforce development groups as essential for today's students, are also gaining traction among policymakers (Silva, 2009). The different domains of the new learning paradigm comprise these skills and constitute a new method of effective teaching and learning. The Learning and Innovations Skills domain could describe how these skills can be effectively taught to enable higher education students to acquire them (Kivunja, 2014). Continuous pressure is placed on the higher education sector to demonstrate the quality and effectiveness of educational provision, including graduate outcomes. Preparing students as thoroughly as possible for the world of professional work has become one of the most important responsibilities of modern universities. In the broader contexts of widespread labour-market uncertainty and massification of the higher education system, policymakers and academics continue to devote considerable attention to this challenging endeavour (Bridgstock, 2017). Students are taught to use feedback to reinforce what they are doing to increase productivity by discovering new and better ways to complete tasks, as indicated by feedback. The term for this is the reinforcing

feedback loop. In addition, students can use the feedback as a balancing strategy to identify where they were making errors and then adjust their approach to increase their productivity and effectiveness in 21st-century learning (Kivunja, 2015). Gamification, incorporating game elements into non-game contexts, continues to gain popularity to boost student engagement in the classroom. The learning could be evaluated using students' motivation, social comparison, effort, satisfaction, learner empowerment, and academic performance across two courses. Over time, students in the gamified course demonstrated less motivation, satisfaction, and empowerment than students in the non-gamified course. The effect of course type on students' final exam scores was mediated by students' intrinsic motivation, with students in the gamified course exhibiting less motivation and achieving lower final exam scores than students in the non-gamified class. Certain gamification mechanics should be applied with caution in educational settings (Hanus et al., 2015).

CONCLUSION

The application of game design principles to non-game contexts is gamification. The central idea is to motivate users to engage in specific activities by utilising games' motivational and engaging power. A robust definition of gamification is proposed to differentiate it from other gaming or playing concepts. They stated that gamification refers to 1) the application (rather than extension) of design (rather than game-based technology or other game-related practices) and 2) the incorporation of game elements into a design. 2) elements (rather than full-fledged games) 3) peculiar to games (rather than play or playfulness). 4) outside game contexts (irrespective of usage intentions, contexts, or media implementation). Gamification is the application of game design elements (such as competition and scoring) to non-game contexts, such as education. Gamification in interactive exhibitions can enhance engagement, flow, and learning, particularly when multiple groups share the experience. Gamification of learning, or incorporating game design elements into educational activities, is a controversial but popular educational trend. Gamification increases students' interest in learning and reinforces fundamental skills such as problem-solving, teamwork, and communication. Moreover, the requirement for interaction in a gamified approach to instruction encourages students to take an active role in the learning process, thereby increasing student participation in online forums, projects, and other learning activities.

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