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PERAN DUKUNGAN ORANG TUA TERHADAP PRESTASI ATLET RENANG KLUB ALMAGARY PALEMBANG

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Abstrak

Tujuan melakukan penelitian ini untuk mengetahui Peran dukungan orang tua terhadap prestasi atlet renang klub *Almagary* Palembang. Metode penelitian ini menggunakan metode kualitatif dengan penelitian observasi, wawancara dan dokumentasi merupakan teknik pengambilan sampel dari sumber data dari orang tua dan atlet. Sampel digunakan sebanyak 11 orang, merupakan atlet di *Almagary* Palembang. Berdasarkan hasil dari penelitian ini Dari hasil wawancara diatas, dikemukakan bahwa anak memilih peranan mereka sendiri dalam mengikuti renang sebagai acuan mereka dalam meningkatkan prestasi, komunikasi yg dilakukan antar orang tua dan anak juga sangat baik, orang tua mendukung serta memberi arahan kepada anak dalam mengikuti prestasi renang dalam pembinaan *Almagary* Palembang. dengan tujuan untuk meningkatkan prestasi dibidang porprov, O2SN dan tingkat daerah. orang tua adalah pendukung bakat anak dalam menyalurkan bakatnya direnang, baik orang tua serta pelatih sangat memperhatikan anak mereka dengan memberikan dukungan berupa fasilitas lengkap, menjaga pola makan anak sehingga anakpun merasa efek positifnya melalui renang.

Kata Kunci: peran dukungan orang tua, prestasi atlet

Abstract

The aim of conducting this research was to determine the role of parental support on the achievements of Almagary Palembang swimming club athletes. This research method uses qualitative methods with observation research, interviews and documentation as a sampling technique from data sources from parents and athletes. The sample used was 11 people, who were athletes at Almagary Palembang. Based on the results of this research. From the results of the interviews above, it was stated that children choose their own role in swimming as their reference in improving their achievements, communication between parents and children is also very good, parents support and give direction to children in following their achievements. swimming under the guidance of Almagary Palembang. with the aim of improving achievements in the fields of porprov, O2SN and regional level. Parents are supporters of children's talents in channeling their talents in swimming, both parents and coaches really pay attention to their children by providing support in the form of complete facilities, maintaining children's diet so that children feel the positive effects of swimming.

Keywords: the role of parental support, athlete achievement

Pendahuluan

(Saputra & Aguss, 2021) Olahraga adalah salah satu upaya untuk meningkatkan kualitas hidup manusia, selain bertujuan membentuk gaya hidup sehat, juga bermanfaat bagi olahraga, salah satunya adalah agar sistem tubuh manusia dapat berjalan dengan lancar. Olahraga prestasi suatu olahraga olahraga yang sudah terencana, berjenjang,

terpadu, sistematis dan berkelanjutan karena sejak awal sudah terbina. karena itu, olahraga prestasi tersebut juga olahraga yang harus memiliki fondasi yang kokoh karena olahraga tidak terbentuk secara instan. Sedangkan menurut (Rachmi Marsheilla Aguss, Eko Bagus Fahrizqi, 2021) Olahraga memang sudah menjadi bagian dari kehidupan setiap manusia. Negara kita Indonesia merupakan salah satu yang mencintai olahraga. Sebab olahraga dapat menyatukan perbedaan yang ada. Berdasarkan undang-undang mengenai Sistem Keolahragaan Nasional, olahraga di Indonesia sendiri terbagi atas: olahraga prestasi, olahraga rekreasi. Olahraga prestasi bertujuan untuk anak-anak muda yang memiliki bakat agar bisa di salurkan bakat yang mereka miliki. Ada banyak sekali olahraga prestasi pada saat ini salah satu olahraga prestasi renang. Sedangkan menurut (Imansyah 2018) Olahraga renang mempunyai tujuan yang bermacam-macam diantaranya untuk olahraga pendidikan, olahraga rekreasi, rehabilitasi, dan olahraga prestasi

Renang adalah olahraga yang sangat banyak di gemari pada saat ini olahraga yang menggunakan aktivitas di air yang menggunakan gerakan kaki dan tangan yang dapat mengoptimalkan perkembangan tubuh melalui gerakan yang didasari gerakan otot. Renang juga gerakan yang sangat terbilang minim resiko cedera fisik. Selain itu renang sangat bagus untuk obesitas, ibu hamil dan gangguan persendian tulang. Ada beberapa gaya renang di ajarkan gaya bebas, gaya dada, gaya punggung dan gaya kupu-kupu. Untuk belajar renang pada saat ini sangat muda karena banyak yang membuka klub renang salah satu nya klub *Almagary* Palembang dimana tempat yang akan menjadi tempat penelitian saya.

Almagary challenge swim Palembang biasa disingkat *acs*. *Almagary* adalah sebuah klub renang yang tidak hanya untuk pemula tetapi *Almagary* juga menghasilkan atlet. *Almagary* didirikan oleh Ani Susanti dan M.Alfi Santoso. *Almagary* Palembang didirikan pada tanggal 09 maret 2018. Akte pendirian no. 03 tanggal 09 maret 2022 dan telah disetujui oleh menteri kehakiman republik indonesia. Selain itu, *Almagary* Palembang tidak hanya menerima murid untuk menjadi bisa renang saja, tes polisi, tentara dan menjadikan atlet. *Almagary* pada tahun 2023 telah mendapatkan 44 emas, 19 perak, 9 perunggu dan 1 *best swimmer*. Untuk nasional 1 emas t o2sn dan 1 perak indonesia open.

Pada saat ini olahraga renang sangat populer dilombakan dalam nomor individu serta beregu. Aktivitas olahraga air yang memiliki kategori kecepatan berenang dalam menentukan juara. Ada empat gaya renang yang dilombakan gaya

bebas, gaya dada, gaya punggung dan gaya kupu-kupu. Pada perlombaan renang banyak sekali faktor yang menyebabkan salah satunya kurang nya dukungan orangtua pada saat perlombaan.

Dukungan orang tua suatu tindakan yang memotivasi atlet saat perlombaan yang membuat lebih semangat pada saat perlombaan berlangsung. Meskipun dukungan orangtua hanya salah satu bentuk motivasi tetapi dukungan orang tua sangat bagus untuk meningkatkan perubahan dalam latihan agar lebih semangat untuk berubah pada perlombaan yang selanjutnya. Selain itu, semakin tinggi dukungan orang tua kepada anak semakin optimal anak melakukan saat perlombaan berlangsung.

Berdasarkan pendapat Imansyah (2016:20) renang adalah kegiatan atau olahraga yang dilakukan didalam air dan tempat olahraga tersebut berbeda dengan kehidupan sehari-hari manusia. Renang adalah olahraga yang sangat banyak digemari pada saat ini, olahraga renang yang menggunakan aktivitas di air yang menggunakan gerakan kaki dan tangan yang dapat mengoptimalkan perkembangan tubuh melalui gerakan yang didasari gerakan otot. Renang juga gerakan yang sangat terbilang minim resiko cedera fisik. Selain itu renang sangat bagus untuk obesitas, ibu hamil dan gangguan persendian tulang. Ada beberapa gaya renang di ajarkan gaya bebas, gaya dada, gaya punggung dan gaya kupu-kupu.

Menurut (Farizal, 2018, p. 54.) Renang merupakan salah satu bentuk aktivitas olahraga yang hanya dilakukan dengan media air. Sedangkan menurut Setyo Wicaksono (2017, p. 758) Olahraga renang merupakan aktivitas fisik yang dapat membantu mengoptimalkan perkembangan tubuh melalui gerakan-gerakan yang didasari dengan gerak otot. Karakteristik olahraga secara langsung berkaitan dengan ciri-ciri perilaku manusia dan dengan berbagai macam kegiatan di masyarakat. Salah satu tujuan berolahraga yaitu untuk meningkatkan kesegaran jasmani. Dewasa ini kesadaran masyarakat untuk melakukan olahraga semakin tinggi, salah satunya cabang olahraga renang. Renang sangat penting bagi setiap individu karena dapat menyelamatkan diri sendiri ketika berada di air. Sedangkan menurut Imansyah (2016:17) posisi badan dalam berenang gaya crawl harus se-streamline dan sedatar mungkin dipermukaan air, walaupun masih membiarkan tungkai kedalam air untuk gerakan yang efektif.

Renang merupakan salah satu cabang olahraga yang populer dan dilombakan dalam nomor individu serta beregu. Aktivitas fisik yang berhubungan langsung dengan air ini memiliki kategori kecepatan berenang dalam menentukan juara. Ada empat macam gaya renang yang dilombakan, yaitu:

- a. Gaya Bebas pada renang adalah gerakan yang diawali dengan mengayunkan lengan secara bergantian. Posisi tubuh harus sejajar permukaan air. Pernapasan dilakukan dengan memiringkan wajah kekanan dan kiri. Koordinasi gerakan dikatakan baik jika menghasilkan gerakan maju ke depan dengan lancar. Koordinasi gerak yang baik dipengaruhi penguasaan gerak dasar. Jika menguasai posisi tubuh, gerakan kaki, lengan, dan pernapasan koordinasi gerak pun menjadi mudah (Sutrisno 2019, p. 160).
- b. Gaya dada adalah gerakan yang dilakukan secara terkoordinasi. Posisi tubuh telungkup dan sejajar permukaan air. Lalu, gerakan maju dengan koordinasi gerakan lengan dan kaki yang baik. Kedua kaki digerakkan dengan cara menendang-nendang. Sementara kedua tangan mendorong air. Pernapasan dilakukan saat kepala berada di atas permukaan air (Sutrisno, Hari. 2019, p. 140).
- c. Gaya Punggung adalah salah satu gaya dalam renang. Renang ini dilakukan dengan posisi tubuh tidur terlentang, kaku, tubuh dan kepala sejajar dengan permukaan air. Kedua lengan mengayun berputar ke belakang bergantian seperti baling-baling. Adapun kedua kaki menendang air naik turun bergantian. Renang gaya punggung disebut juga dengan gaya *backstroke* (Masri'an 2017, p. 128).
- d. Gaya kupu-kupu adalah gerakan variasi dari gaya dada. Gerakan gaya kupu-kupu disebut dengan gaya *backstroke* (Masri'an 2017, p. 128). Gaya kupu-kupu adalah gerakan variasi dari gaya dada. Gerakan gaya kupu-kupu lengan yang secara bersamaan berputar ke atas. Sedangkan posisi kaki kupu-kupu hampir mirip dengan gaya bebas tetapi bedanya untuk gerakan kaki kupu-kupu dilakukan secara bersamaan. Selain itu, untuk mengambil nafas pada saat lengan putar ke atas pada saat itu kepala keluar air untuk mengambil napas. Farizal Imansyah & Akbar Tanjung (2020) Renang gaya kupu-kupu juga disebut dengan gaya lumba-lumba, renang gaya kupu-kupu merupakan salah satu gaya berenang dimana posisi dada menghadap ke permukaan air.

Adapun faktor-faktor yang mempengaruhi prestasi renang adalah sebagai berikut:

1. Faktor internal

- a. Kemampuan fisik dalam renang hal yang paling utama didalam kemampuan fisik memiliki unsur kekuatan, kelincahan, keseimbangan, dan koordinasi. Sedangkan menurut (Hardika, 2015: 82) Kemampuan fisik merupakan bagian dari kesegaran

jasmani. Derajat kesegaran jasmani seseorang sangat menentukan kemampuan fisiknya dalam melaksanakan tugas sehari-hari. Semakin tinggi derajat kesegaran jasmani seseorang semakin tinggi pula kemampuan kerja fisiknya. Dengan kata lain, hasil kerjanya kian produktif jika kesegaran jasmaninya kian meningkat. Kurangnya daya tahan, kelentukan persendian, kekuatan otot, dan kelincahan merupakan penyebab utama timbulnya cedera. Hal ini disebabkan program latihan kondisi fisik yang dilakukan seseorang tidak sempurna sebelum dia terjun mengikuti pertandingan atau melaksanakan kegiatan fisik yang lebih berat.

- b. Teknik dalam renang sangat membantu dapat membuat pada saat perenang lebih aman dan efektif. Sedangkan menurut (Fadhlin Harisnur & Suriana, 2022: 30) teknik adalah kelengkapan atau langkah-langkah dengan dilengkapi keragaman, fokus dan penjelasannya. Teknik adalah katalisator metode, berbeda ruang lingkupnya dari metode, dan waktu penggunaannya lebih singkat dari waktu penggunaan metode.
- c. Mental renang sangat berpengaruh pada atlet karena mental sangat mendorong atlet untuk lebih berani menghadapi pertandingan. Selain itu pada pertandingan harus siap melewati beban yang lebih berat.
- d. Keluarga juga salah satu faktor yang mempengaruhi dalam prestasi anak salah satu faktor mempengaruhi adalah biaya, orang tua tidak hanya mendukung tetapi biaya selama perjalanan menuju prestasi anak selama anak latihan, selain itu dalam klub memiliki iuran setiap bulan nya. Iuran tersebut di kelola untuk kolam dan pelatih. Tentu tidak semua orang tua memiliki pendapatan yang sama tetapi orang tua memiliki pendapatan yang berbeda.

2. Faktor eksternal

- a. Sarana dan prasarana sangat berpengaruh pada atlet pada saat latihan menjang untuk atlet pada saat latihan agar bisa mencapai tujuan.
- b. Pelatih mempunyai tugas membimbing, perencana dan membuat program latihan untuk atlet. Selain itu, pelatih dibalik sukses seorang atlet.
- c. Dukungan orang tua ialah sesuatu tindakan yang memotivasi seseorang anak saat melakukan sesuatu. Dukungan orang tua sangat di perlu kan seorang anak karna membuat nak menjadi lebih semangat saat melakukan sesuatu hal. Dukungan orang tua suatu tindakan yang memotivasi atlet saat perlombaan yang membuat lebih semangat pada saat perlombaan berlangsung. Meskipun dukungan orangtua hanya salah satu bentuk motivasi tetapi dukungan orang tua sangat bagus untuk

meningkatkan perubahan dalam latihan agar lebih semangat untuk berubah pada perlombaan yang selanjutnya. Selain itu, semakin tinggi dukungan orang tua kepada anak semakin optimal anak melakukan saat perlombaan berlangsung.

- d. Sarana dan prasarana dalam renang adalah faktor yang memandai bahwa mencerminkan kualitas, memenuhi standar yang sudah di tentukan. Sebaliknya Sarana dan prasarana jika tidak memadai akan berdampak pada kualitas dan membuat orang celaka.

Orang tua adalah pendidik utama dan pendidik pertama bagi anak-anaknya. Karena dari merekalah anak-anak pertama kali menerima pendidikannya. Jadi bentuk pendidikan yang pertama ada didalam keluarga. Secara umum pendidikan keluarga tidak bermula dari kesadaran dan pemahaman berasal dari ilmu pendidikan, namun karena bersifat alamiah. Suasana dan strukturnya menawarkan kemungkinan alami untuk menata situasi mendidik. Situasi pendidikan ini dicapai melalui interaksi sosial dan Pengaruh antara orang tua dan anak bersifat timbal balik.

Kedua orang tuanya adalah orang lanjut usia atau lanjut usia. Namun pengertian orang tua secara umum dalam masyarakat adalah orang yang melahirkan kita, yaitu ibu dan ayah. Selain melahirkan kita ke dunia ini, orangtua jugalah yang merawat dan membimbing anaknya, memberi contoh kepada anaknya dalam kehidupan sehari-hari, selain itu orang tua juga mengenalkan anaknya pada hal-hal yang ada disini.

Orang tua mempunyai kewajiban untuk memenuhi haknya (Kebutuhan) anak, seperti menumbuhkan hak anak untuk belajar menjaga diri sendiri, seperti cara makan, buang air besar, berbicara, berjalan, berdoa, dan lain-lain. Benar-benar membekas dalam diri anak karena berkaitan erat dengan perkembangan dirinya sebagai pribadi. Sikap orang tua sangat mempengaruhi perkembangan anak. sikap menerima atau menolak, sikap sayang atau acuh, sikap sabar atau tergesa-gesa, sikap protektif atau meremehkan Mempengaruhi reaksi emosional anak.

1. Peran Orang Tua

Peran orang tua sangat dibutuhkan pertumbuhan anak-anak, mulai dari balita, anak-anak, remaja hingga dewasa. Orang tua harus bimbinglah anak-anaknya agar mereka memperoleh penerimaan sehingga mereka dapat menjadi diri mereka sendiri. Jadi, Anak-anak mempunyai kesempatan untuk memilih sendiri karier yang sesuai dengan minat dan keterampilan anda anak. Menurut (Muthmainnah, 2015, p.111)

Orang tua memiliki peran untuk membantu mengoptimalkan tumbuh kembang anak, sehingga dapat mencapai tugas perkembangannya dengan baik. Salah satu lingkup perkembangan yang tidak kalah penting adalah sosial emosional, termasuk didalamnya adalah kepribadian. Sedangkan menurut (Novita et al., 2016, p.24) orang tua mengatur semua aktivitas anak dan selalu dipantau dan dijadikan contoh oleh anak baik dari prilaku atau kebiasaan orang tua yang baik maupun yang buruk, secara sengaja atau tidak sengaja anak akan mudah meniru baik dari apa yang mereka lihat dan dengar. Oleh sebab itu orang tua harus menjadi panutan dan teladan yang baik bagi anak.

2. Dukungan Orang Tua

Dukungan orang tua ialah sesuatu tindakan yang memotivasi seseorang anak saat melakukan sesuatu. Dukungan orang tua sangat diperlukan seorang anak karena membuat anak menjadi lebih semangat saat melakukan sesuatu hal. Menurut (Budiati & Muhadi, 2022, p.29) Orang tua sangat penting untuk berpartisipasi dalam membantu dan memberikan motivasi selama anak menyelesaikan pendidikannya, baik berupa bantuan materil maupun non materil. Prestasi belajar dapat berhasil atau optimal apabila adanya dorongan/dukungan dari orang tua terhadap siswa, baik berupa dukungan penghargaan, dukungan emosional, dukungan instrumental atau dukungan informasi. Bimbingan dan dukungan dari orang tua tersebut akan membuat anak tidak kehilangan arah dan sangat penting dalam perkembangan kepribadian anak, memberikan pendidikan yang terbaik, mengasuh dan mendidik anak. Menurut (Muliadi et al., 2022, p. 194) dukungan orang tua dalam pendidikan anak akan menunjukkan peningkatan motivasi dalam belajar siswa. Meskipun dukungan orang tua merupakan salah satu bentuk motivasi dari luar namun dukungan orang tua dapat memunculkan motivasi dari dalam diri anak. Hal ini berarti, semakin tinggi dukungan orang tua kepada anaknya maka semakin tinggi pula motivasi belajar yang dimiliki siswa, sebaliknya semakin negatif dukungan orang tua kepada anak maka semakin rendah pula motivasi belajarnya. Sedangkan menurut (Yuni & Batin, 2020, p. 2902) dukungan orang tua dipandang sebagai sesuatu yang didapatkan oleh individu bersifat mendukung. Keluarga selalu siap untuk memberikan bantuan dan pertolongan diberbagai tahap-tahap dan siklus kehidupan individu sebagai anggota keluarga. Dengan adanya dukungan dari keluarga menjadi motivasi yang sangat besar dalam perubahan perilaku peningkatan motivasi dalam belajar segala bentuk hal yang dapat diberikan secara optimal oleh orang tua kepada anaknya yang terdiri dari perhatian, penghargaan, motivasi ataupun nasehat yang dapat memberikan efek tindakan yang berpengaruh terhadap emosional anak disebut dengan dukungan.

Dukungan orang tua terhadap prestasi renang kegiatan yang memberikan motivasi kepada atlet saat bertanding sehingga lebih semangat saat bertanding. Meskipun dukungan orang tua hanya salah satu bentuk motivasi, namun dukungan orang tua sangat bagus untuk menambah perubahan dalam latihan anda sehingga anda memiliki motivasi lebih untuk berubah perlombaan berikutnya. Selain itu, semakin besar dukungan orang tua terhadap anak, maka semakin optimal pula penampilan anak dalam berkompetisi.

Orang tua dapat terlibat dalam prestasi anak, cara orang tua terlibat dalam prestasi anak sangat bagus bagus untuk hasil dari prestasi. Dengan terlibat orang tua terhadap prestasi renang membuat anak menjadi lebih termotivasi atas dukungan orang tua membuat anak akan melakukan secara maksimal lagi.

Metode Penelitian

Tempat penelitian yaitu jaka baring aquatic stadium yang beralamat Jl.Gelora Sriwijaya, Plaju Darat, Kec. Plaju, Kota Palembang, Sumatera Selatan 30267. Penelitian ini dilaksanakan pada bulan januari 2024. Adapun objek penelitian ini adalah orang tua atlet renang klub *Almagary* palembang. Mengingat atlet renang klub *Almagary* palembang berjumlah 6 orang, dan orang tua berjumlah 5 orang secara otomatis orang tua dan atlet yang di jadikan subjek berjumlah 11 orang.

Metode penelitian ini adalah penelitian kualitatif. Dengan jenis penelitian kualitatif dan studi kasus adalah suatu penelitian yang mengungkapkan penyebab. Dengan jenis penelitian kualitatif bisa mengumpulkan data mengenai peran dukungan orang tua terhadap prestasi atlet klub *Almagary* Palembang.

Data penelitian ini bersifat kualitatif karna data dalam penelitian ini terdapat data yang menjadikan informasi agar lebih muda dipahami. Sumber data pada penelitian ini mengumpulkan sumber data berupa wawancara, dokumentasi dan observasi.

Sedangkan teknik keabsahan data menggunakan triangulasi karena triangulasi yang menggabungkan dari berbagai teknik pengumpulan data dan sumber yang telah ada. Adapun macam-macam triangulasi (Yusrai et ail., 2021) :

1. Triangulasi subjek atau sumber penelitian, yaitu membandingkan hasil wawancara dan data hasil wawancara dengan cara mewawancarai sumber yang berbeda.
2. Triangulasi waktu, yaitu melakukan proses pencarian informasi dengan melakukan penelitian dalam waktu yang berbeda pada subjek penelitian.
3. Tririangulasi teknik, yaitu penggunaan teknik pengumpulan data dengan menggunakan teknik yang berjumlah minimal tiga atau lebih teknik. Pada penelitian ini teknik yang digunakan yaitu wawancara, observasi dan dokumentasi.

Pada penelitian ini, penelitian melakukan analisis data berupa (Yusrai et ail., 2021):

1. Reduksi data diartikan sebagai proses pemilihan, pemusatan perhatian pada penyederhanaan, pengabstrakan, dan transformasi data “kasar” yang muncul dari catatan-catatan tertulis dilapangan. Dalam penelitian ini, peneliti mengumpulkan data dari berbagai hasil wawancara pada sumber penelitian.
2. Penyajian informasi juga diartikan sebagai proses penyusunan laporan atas hasil data dan informasi yang ditemukan penelitian. Penelitian tersebut, berusaha memberikan informasi terkait wawancara penelitian dengan nara sumber penelitian tentang apa yang mereka anggap sebagai permasalahan dan penelitian.
3. Menarik kesimpulan/verifikasi dalam penelitian ini, penelitian membuat kesimpulan berdasarkan informasi yang diperoleh dari wawancara, observasi, dan dokumentasi. kesimpulannya juga dikonfirmasi selama penelitian.

Hasil dan Pembahasan

Hasil

Almagary adalah sebuah klub renang yang tidak hanya untuk pemula tetapi *Almagary* juga menghasilkan atlet. *Almagary* didirikan oleh Ani Susanti dan M.Alfi Santoso. *Almagary* Palembang didirikan pada tanggal 09 maret 2018. Akte pendirian No. 03 tanggal 09 maret 2022 dan telah disetujui oleh menteri kehakiman republik Indonesia. Selain itu, *Almagary* Palembang tidak hanya menerima murid untuk menjadi bisa renang saja, tes polisi, tentara dan menjadikan atlet. Atlet renang *Almagary* Palembang melakukan pelaksanaan latihan di komplek Jaka Baring Aquatic latihan yang dilakukan senin, Selasa, Kamis dan Jumat pada pukul 16:00 sampai jam 19:30 WIB.

Adapun objek penelitian ini adalah orang tua atlet renang klub *Almagary* Palembang. Mengingat atlet renang klub *Almagary* Palembang berjumlah 6 orang, dan orang tua berjumlah 5 orang. Secara otomatis orang tua dan atlet yang dijadikan subjek berjumlah 11 orang.

Berdasarkan hasil pengumpulan data yang peneliti lakukan pada prestasi renang *Almagary* Palembang tentang peran dukungan orang tua terhadap prestasi atlet renang *Almagary* Palembang. Baik melalui observasi, wawancara, dan dokumentasi didapatkan

data-data sebagai berikut.

Data yang diperoleh dilapangan saat melakukan observasi yaitu mengecek manajemen, kepelatihan, sarana dan prasarana dan keberhasilan atlet. Data observasi yang didapatkan penelitian melakukan observasi pada tanggal 1 april sampai 5 april, mengecek manajemen *Almagary* Palembang yang berjumlah 4 orang, kepelatihan *Almagary* berjumlah 2 orang, atlet *Almagary* berjumlah 8 orang, jadwal latihan pukul 16:00 sampai 19:30 WIB, perlengkapan sarana dan prasarana dari klub *Almagary* dan atlet memiliki sendiri.

No	Indikator	Aspek yang diamati	Ceklist	
			Ada	Tidak
1.	Manajemen	SK pembinaan	√	
		Struktur pengurus/pembina	√	
		Rencana kerja	√	
		Manajemen antar anggota	√	
2.	Kepelatihan	Pelatih klub	√	
		Jadwal latihan	√	
		Program latihan	√	
		Durasi latihan dalam satu kali pertemuan	√	
3.	Sarana dan prasarana	Peserta latihan	√	
		Kolam Renang	√	
		Kacamata Renang	√	
		Papan Renang	√	
4.	Keberhasilan atlet	Fins	√	
		Pakaian Renang	√	
		Penutup Kepala Renang	√	
		Pencapaian atlet	√	
		Kemajuan teknik dan taktik	√	
		Persiapan fisik	√	
		Interaksi sosial dan tim	√	

Pembahasan

Dari hasil wawancara diatas, dikemukakan bahwa anak memilih peranan mereka sendiri dalam mengikuti renang sebagai acuan mereka dalam meningkatkan prestasi, komunikasi yg dilakukan antar orang tua dan anak juga sangat baik, orang tua mendukung serta memberi arahan kepada anak dalam mengikuti prestasi renang dalam pembinaan *Almagary* Palembang. dengan tujuan untuk meningkatkan prestasi dibidang porprov, O2SN dan tingkat daerah. Orang tua adalah pendukung bakat anak dalam menyalurkan bakatnya direnang, baik orang tua serta pelatih sangat memperhatikan anak mereka dengan memberikan dukungan berupa fasilitas lengkap, menjaga pola makan anak sehingga anakpun merasa efek positifnya melalui renang. Kesulitan yang dialami tidak terlalu banyak hanya saja keterbatasan jarak antara rumah dan tempat latihan yang lumayan menempuh jauh serta hanya kelelahan biasa yang dialami anak

ketika mengikuti program latihan yg diberikan pelatih.

Komunikasi yang dilakukan antara anak dan orang tua terjalin baik dimana, anak berbagi cerita tentang segala hal yang mereka lakukan baik itu ketika mengikuti latihan, kegiatan luar, serta kegiatan lainnya. Peran dukungan orang tua terhadap prestasi atlet renang klub *Almagary* Palembang berdasarkan memotivasi anak cukup baik karena ada beberapa orang tua yang berpartisipasi dalam memotivasi anak nya untuk mengikuti ajang perlombaaan anaknya guna untuk meningkatkan prestasi anak kedepannya.

Orang tua dan anak mengungkapkan bahwa kesulitan yang mereka alami seperti untuk orang tua jadwal kerja dan latihan anak sering bentrokan, jarak yang di tempuh anak antar rumah dan tempat latihan cukup jauh. Untuk anak terkadang merasa lelah ketika mengikuti proses latihan yang diberikan pelatih yang di klub *Almagary* Palembang. Orang tua dan anak mengungkapkan bahwa kesulitan yang mereka alami seperti untuk orang tua jadwal kerja dan latihan anak sering bentrokan, jarak yang di tempuh anak antar rumah dan tempat latihan cukup jauh. Untuk anak terkadang merasa lelah ketika mengikuti proses latihan yang diberikan pelatih yang di klub *Almagary* Palembang.

Almagary palembang adalah klub tempat pembinaan atlet-atlet muda dalam mengasah kemampuan dan bakat mereka dibidang renang untuk menjadikan mereka atlet yang profesional kedepannya, *Almagary* palembang adalah klub yang dipercaya oleh orang tua sebagai wadah dalam penyaluran bakat anak mereka, terbukti dengan hasil wawancara yang dilakukan bahwa semua orang tua menyukai klub *almagary* palembang karena integritas yang dimiliki berkualitas, pelatih yang profesional, fasilitas sarana dan prasarana yang mendukung. Tempat yang berkualitas menghasilkan atlet yang berkualitas juga.

Simpulan dan Saran

Simpulan

Jadi penelitian yaitu yang dilakukan tentang peran dukungan orang tua terhadap prestasi atlet renang klub *Almagary* Palembang meliputi organisasi, pelatih dan atlet. Berikut dapat dijelaskan hasil kesimpulan dari penelitian yang dilakukan pada peran dukungan orang tua terhadap prestasi atlet renang klub *Almagary* Palembang sebagai berikut:

1. Semua orang tua mengungkapkan bahwa mengikuti klub renang adalah pilihan dari anak mereka sendiri, orang tua hanya mendukung dengan mencari klub renang yang terpercaya yaitu *Almagary* Palembang.
2. Komunikasi yang dilakukan antara anak dan orang tua terjalin baik dimana, anak berbagi cerita tentang segala hal yang mereka lakukan baik itu ketika mengikuti latihan, kegiatan luar, serta kegiatan lainnya. Peran orang tua juga mendengarkan serta memberi jalan yang terbaik untuk anak dalam setiap prosesnya.
3. Peran dukungan orang tua terhadap prestasi atlet renang klub *Almagary* Palembang berdasarkan memotivasi anak cukup baik karena ada beberapa orang tua yang berpartisipasi dalam memotivasi anaknya untuk mengikuti ajang perlombaan anaknya guna untuk meningkatkan prestasi anak kedepannya.
4. Semua orang tua mendukung anaknya dalam mendalami renang salah satunya memberikan fasilitas lengkap yang dibutuhkan dalam renang untuk mencapai prestasi renang seperti kacamata, baju renang, *fins*, papan, penutup kepala, *hand paddles* dan *pull bouy*.
5. Semua orang tua menyetujui bahwa memberi apresiasi bentuk menghargai usaha anak baik dalam mengikuti dalam progres latihan, mengikuti perlombaan, memenangkan perlombaan, serta apresiasi usaha-usaha yang anak lakukan untuk membangun semangat anak lebih baik lagi.
6. Tingkatan prestasi yang dimiliki anak di klub *Almagary* beragam seperti perlombaan klub *Almagary*, antar klub, kabupaten dan nasional seperti Indonesia open.
7. Orang tua dan anak mengungkapkan bahwa kesulitan yang mereka alami seperti untuk orang tua jadwal kerja dan latihan anak sering bentrokan, jarak yang ditempuh anak antar rumah dan tempat latihan cukup jauh. Untuk anak terkadang merasa lelah ketika mengikuti proses latihan yang diberikan pelatih di klub *Almagary* Palembang.
8. Hampir sebagian orang tua mengetahui pola makan untuk menunjang prestasi anak maka pola makan yang diberikan harus sesuai yang diarahkan pelatih dengan mengkonsumsi makanan yang seimbang.
9. Untuk *Almagary* Palembang hampir semua orang tua dan anak menyetujui bahwa klub *Almagary* Palembang adalah klub pembinaan dimana atlet muda bisa berkembang di naungan klub *Almagary* Palembang yang memiliki pelatih yang

berstandarisasi, program latihan yang mendukung serta memotivasi perkembangan anak untuk menjadi atlet yang profesional kedepannya.

Saran

Berdasarkan kesimpulan diatas, beberapa hal yang perlu disarankan adalah sebagai berikut:

1. Untuk klub Almagary Palembang sangat disarankan untuk mendapatkan dukungan dari orang tua untuk upaya meningkatkan bakat yang dimiliki anak di renang.
2. Hasil penelitian diharapkan dapat memunculkan ide-ide baru untuk peneliti selanjutnya. Selain itu, sebagai acuan agar karya ilmiah selanjutnya dapat melanjutkan penelitian dengan berbagai variable sesuai dengan kebutuhan penelitian dan pada saat pengambilan data yang dihasilkan lebih objektif.
3. Hasil penelitian agar bisa dijadikan acuan agar mendukung anak agar lebih meningkatkan prestasi yang lebih baik di renang, lebih mendukung anak agar anak lebih semangat lagi menjalani latihan dan menjalani kegiatan positif, agar bisa mengembangkan bakat yang ada khususnya di renang.

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Pembentukan Karakter Siswa Sekolah Dasar dengan *Storytelling*

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Abstrak

Pembentukan karakter dapat diartikan sebagai pendidikan nilai, pendidikan moral, pembentukan karakter, dan pengembangan seluruh warga sekolah untuk mengambil keputusan yang baik, bertanggung jawab, menjaga apa yang baik, dan menjalani keseharian dengan penuh kesadaran, mengarah pada kebiasaan-kebiasaan yang baik. Tujuan dari penelitian ini adalah untuk mengeksplorasi efektivitas *storytelling* sebagai metode pendidikan karakter pada siswa sekolah dasar, dengan fokus pada bagaimana guru dapat menggunakan metode *storytelling* untuk membentuk karakter siswa dan menanamkan nilai-nilai dan perilaku positif. Metodologi yang digunakan yaitu *literature review* dengan pendekatan sistematis untuk mengumpulkan, mengevaluasi, dan mensintesis pengetahuan yang telah diterbitkan dalam literatur ilmiah terkait topik. Hasil penelitian menunjukkan bahwa *storytelling* merupakan metode yang efektif untuk penanaman karakter pada siswa sekolah dasar.

Kata Kunci: *storytelling*; karakter; sekolah dasar.

Abstract

Character building can be defined as value education, moral education, character building, and the development of all school members to make good decisions, take responsibility, maintain what is good, and live their daily lives with full awareness, leading to good habits. The purpose of this study is to explore the effectiveness of storytelling as a method of character education in elementary school students, focusing on how teachers can use the storytelling method to shape student character and instill positive values and behaviors. The methodology used is a literature review with a systematic approach to collect, evaluate and synthesize knowledge that has been published in scientific literature related to the topic. The results showed that storytelling is an effective method for character inculcation in elementary school students.

Keywords: *storytelling*; character; elementary school.

Pendahuluan

Pembentukan karakter siswa tingkat Sekolah Dasar sangat penting dalam upaya menciptakan generasi yang berkualitas. Karakter yang harus dibentuk kepada siswa meliputi kemandirian, toleransi, etika moral, kedisiplinan serta religius. Dalam Undang- Undang No. 14 tahun 2005 mengenai guru dan dosen, disebutkan bahwa guru merupakan pendidik yang profesional dengan tugas utamanya dalam mendidik, mengajar, membimbing, mengarahkan, melatih, menilai serta mengevaluasi peserta didik pada pendidikan anak usia dini pada jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah. Pembentukan karakter siswa tingkat Sekolah Dasar sangat membutuhkan peran guru sebagai teladan siswa,

contohnya dalam perilaku dan sikap. Sebagai guru dapat menunjukkan etika yang baik, karena siswa sekolah dasar akan lebih cenderung meniru dan menginternalisasi nilai-nilai positif yang ditunjukkan oleh guru hal ini dibuktikan menurut penelitian yang dilakukan oleh Novitasari dan Abduh (2022), siswa sekolah dasar cenderung menirukan sikap guru dalam hal disiplin. Guru memiliki peran penting dalam membentuk karakter siswa, termasuk dalam hal kedisiplinan. Siswa akan cenderung meniru perilaku dan sikap yang ditunjukkan oleh guru mereka. Oleh karena itu, guru perlu menjadi contoh yang baik dalam hal disiplin agar siswa juga dapat mengikuti dan meniru sikap tersebut.

Selain dari sikap guru sebagai teladan adalah guru sebagai pendongeng bagi siswa sekolah dasar. Tidak hanya sebatas sebuah cerita, *storytelling* memiliki banyak manfaat lainnya. *Storytelling* menjadi salah satu alternatif di dalam mengatasi masalah tentang pembentukan karakter pada anak Sekolah Dasar. Pembentukan karakter anak melalui *storytelling* merupakan pendekatan yang populer dalam dunia pendidikan. Namun, terdapat beberapa gap yang perlu diperhatikan seperti hal nya, konsistensi dan implementasi yang berarti cerita yang disampaikan tidak selalu konsisten dengan nilai-nilai yang ingin ditanamkan. Evaluasi dan tindak lanjut juga penting untuk melakukan evaluasi terhadap efektivitas metode *storytelling* dalam pembentukan karakter anak. Selain itu, perlu adanya tindak lanjut untuk memperkuat nilai-nilai yang telah disampaikan dalam cerita. Konteks budaya di dalam cerita yang digunakan dalam *storytelling* sebaiknya juga memperhatikan konteks budaya dan nilai lokal agar pesan yang disampaikan dapat lebih mudah diterima dan diimplementasikan oleh anak.

Melalui penerapan model Pembelajaran Kooperatif Tipe *Paired Story Telling* yang dilakukan oleh Mardhotillah et.al (2020) yang dapat memberikan manfaat signifikan dalam meningkatkan keterampilan menulis karangan narasi peserta didik. Selain itu, *storytelling* juga dapat membantu siswa dalam mengembangkan keterampilan sosial seperti kemampuan berkomunikasi hal ini sejalan dengan penelitian Handrayani (2022) yang menunjukkan peningkatan signifikan dalam keterampilan berbicara setelah penerapan metode *storytelling*. *Storytelling* juga berperan sebagai bahan ajar tematik yang dikembangkan menggunakan metode visual yang dinilai valid, praktis, dan efektif (Husada et al. 2020).

Storytelling memiliki hubungan yang erat dengan pembentukan karakter siswa. Dengan mendengarkan cerita-cerita yang mengandung pesan-pesan positif, siswa dapat belajar mengenai nilai-nilai seperti kejujuran, kerja sama, keberanian, dan empati. Guru dapat menerapkan *storytelling* ini untuk menarik perhatian siswa, menggunakan berbagai

teknik narasi, menciptakan suasana kelas yang aktif berinteraksi, dan yang paling penting mengandung nilai moral. Hal ini dapat membantu siswa untuk memahami nilai-nilai yang terkandung dalam cerita dan mengaitkannya dengan kehidupan sehari-hari. Dengan memainkan peran sebagai pendongeng, guru di sekolah dasar dapat menciptakan pengalaman belajar yang menyenangkan dan bermakna bagi siswa serta membantu dalam pembentukan karakter dan nilai-nilai positif pada mereka. Berdasarkan uraian tersebut, maka peneliti tertarik untuk mengadakan suatu penelitian kajian literatur dengan judul “Pembentukan Karakter Siswa Sekolah Dasar melalui *Storytelling*”.

Metode Penelitian

Penelitian ini berlandaskan pada metode *literatur review*. Snyder (2019) mengemukakan bahwa *literatur review* merupakan sebuah metodologi penelitian yang bertujuan untuk menghimpun dan merangkum hasil penelitian terdahulu, serta menganalisis berbagai sudut pandang pakar yang tertuang dalam karya tulis mereka. Sehingga, disimpulkan bahwa *literatur review* menjadi fondasi bagi berbagai jenis penelitian. Hal ini dikarenakan hasil yang diperolehnya memberikan pemahaman mengenai perkembangan ilmu pengetahuan, memicu munculnya ide-ide baru, dan bermanfaat sebagai panduan dalam penelitian bidang tertentu. Prosesnya melibatkan langkah-langkah seperti identifikasi sumber-sumber literatur yang relevan, pengumpulan data, analisis terhadap temuan-temuan yang signifikan, dan penyajian hasil dalam suatu sintesis yang koheren. Langkah pertama adalah menentukan kerangka konseptual yang jelas dan tujuan penelitian. Kemudian, menggunakan basis data ilmiah seperti Google Scholar. Selanjutnya, literatur yang dipilih dianalisis untuk menemukan pola, tren, dan kesimpulan penting dari penelitian sebelumnya. Pada akhirnya, temuan analisis digabungkan menjadi tulisan yang memberikan pemahaman saat ini tentang topik penelitian dan mengidentifikasi informasi yang kurang yang dapat digunakan untuk merencanakan penelitian berikutnya.

Hasil dan Pembahasan

Storytelling

Storytelling atau mendongeng adalah kegiatan bercerita yang melibatkan penyampaian peristiwa nyata atau karangan kepada orang lain. Kegiatan ini menciptakan interaksi antara pendongeng dan pendengar, dan dapat berhubungan dengan peristiwa nyata atau imajinasi yang telah disusun sedemikian rupa untuk disampaikan kepada audiens. Whitehead dalam Khairoes & Taufina (2019), menjelaskan bahwa *storytelling* adalah

pengalaman nyata atau imajinasi yang dirangkai menjadi sebuah cerita untuk disampaikan kepada orang lain. Ramdhani et al. (2019) berpendapat bahwa *storytelling* adalah proses menyampaikan cerita kepada orang lain dengan cara yang menyenangkan. Proses ini mampu menumbuhkan imajinasi pendengar dan menciptakan suasana pembelajaran yang menarik. Menurut Kalsum and Taufiq (2023), *storytelling* juga bisa meningkatkan keterampilan berbahasa dan kemampuan menyimak cerita dengan baik.

Storytelling termasuk dalam salah satu bentuk pembelajaran kooperatif. Metode ini melibatkan penggunaan stimulus yang kemudian dikomunikasikan dengan peserta didik untuk membentuk cerita. Hal ini menciptakan kondisi interaktif di dalam kelas, di mana peserta didik bisa berinteraksi satu sama lain maupun dengan pendidik. Selain itu, *storytelling* adalah kegiatan bercerita atau berbagi pengalaman yang dapat melatih kemampuan bersosialisasi peserta didik. Lestari and Prima (2023) menambahkan bahwa metode *storytelling* adalah metode yang menceritakan pengalaman atau kisah kepada peserta didik. Model pembelajaran seperti ini dapat menghidupkan suasana kelas, membuat peserta didik lebih aktif berinteraksi baik dengan teman-teman sekelas maupun pendidik mereka.

Pembentukan Karakter

Menurut Puskur dalam Nantara (2022) Pembentukan karakter dapat diartikan sebagai pendidikan nilai, pendidikan moral, pembentukan karakter, dan pengembangan seluruh warga sekolah untuk mengambil keputusan yang baik, bertanggung jawab, menjaga apa yang baik, dan menjalani keseharian dengan penuh kesadaran, mengarah pada kebiasaan-kebiasaan yang baik.

Dari pendapat ahli tersebut dalam pembentukan karakter seorang siswa butuh adanya pendidikan nilai yang mana proses kegiatan pendidikan yang dilaksanakan secara sistematis untuk melahirkan peserta didik yang memiliki komitmen kognitif, Selain itu pembentukan karakter siswa juga bisa melalui pendidikan moral yang mana proses pembelajaran yang bertujuan untuk membentuk dan mengembangkan sikap, dan moralitas yang sesuai dengan prinsip-prinsip moral dan etika.

Penggunaan *Storytelling* di Sekolah Dasar

Penggunaan *storytelling* atau mendongeng dalam pendidikan Sekolah Dasar telah didorong secara luas karena menghibur dan dipandang sebagai cara alami belajar mengajar dengan anak kecil. Selain itu, penelitian mengungkapkan bahwa mendongeng memungkinkan proses seperti interaksi bahasa, stimulasi imajinasi, dan keterlibatan kognitif yang telah terbukti berkontribusi pada pengembangan keterampilan literasi (Maureen et al.,

dalam Maknun and Adelia 2023). Dengan menerapkan metode *storytelling* dalam proses kegiatan pembelajaran, akan lebih mudah dalam menanamkan nilai-nilai karakter pada siswa Sekolah Dasar (Haerudin and Cahyati 2018)..

Metode *storytelling* memengaruhi proses belajar mengajar Rusiyono & Apriani (2020) Hal ini dapat diamati saat pembelajaran berlangsung. Ketika guru bercerita, siswa menjadi terhipnotis dan tetap diam dan mendengarkan. Kelas cerita terasa lebih hidup. Metode mendongeng akan terekam secara tidak langsung dan berdampak pada peserta didik. Asrul dalam Puspita Sari (2022) mengemukakan bahwa metode *storytelling*, yang juga dikenal dengan metode mendongeng, merupakan cara yang efektif untuk melibatkan anak-anak dalam meningkatkan keterampilan berbicara mereka. Hal ini dikarenakan metode mendongeng tidak hanya menanamkan pada anak kebiasaan bercerita atau berbicara, tetapi juga pembentukan karakter anak seperti memiliki kemampuan untuk meningkatkan rasa percaya diri anak.

Pada hakikatnya anak memiliki daya perhatian yang pendek (Hasanah 2018). Untuk itu strategi yang harus dilakukan untuk meningkatkan perhatian anak ketika mendengarkan cerita adalah dengan membuat cerita yang panjang menjadi lebih sederhana. Dengan demikian, diharapkan proses ini dapat mempertahankan konsentrasi anak agar dapat mendengarkan cerita dengan baik.

Tabel 1. Temuan hasil penelitian sebelumnya tentang Pengaruh *Storytelling* terhadap Pembentukan Karakter

No	Judul dan Tahun	Penulis	Hasil
1	Implementasi Mendongeng pada Mata Pelajaran Bahasa Indonesia untuk Penanaman Karakter Anak Sekolah Dasar (2022)	Yohanes Debritto Jurahman	Hasil dari penelitian ini menunjukkan bahwa mendongeng dapat membantu membentuk karakter siswa melalui pelajaran Bahasa Indonesia.
2	Pengaruh Metode <i>Storytelling</i> terhadap Penanaman Karakter Nasionalisme pada Siswa SD (2020)	Ruwet Rusiyono, An-Nisa Apriani	Hasil dari penelitian ini menunjukkan bahwa penggunaan metode <i>storytelling</i> berdampak signifikan dalam menanamkan karakter nasionalisme pada siswa Kelas V SD Negeri Ngebel Kasihan Bantul terutama selama proses pembelajaran yang mencakup lima pengamalan Pancasila dalam kehidupan sehari-hari.
3	Pendidikan Karakter Melalui	Eni Marta,	Hasil penelitian ini menunjukkan pertama, dengan pendidikan karakter yang dilakukan melalui

	Mendongeng Di SD Negeri 003 Rambah (2022)	Elvina, Rejeki, & Safrudin	mendongeng terdapat perubahan yaitu adanya perilaku baik yang muncul di lingkungan sekolah, terutama dalam proses pembelajaran; kedua, peningkatan pemahaman guru mengenai pendidikan karakter; dan ketiga, peningkatan minat siswa untuk mendengarkan cerita yang disampaikan.
4	Implementasi Komunikasi Pendidikan Untuk Meningkatkan Pendidikan Karakter Anak Usia 6-12 Tahun Melalui Metode <i>Storytelling</i> (Analisis Program Komunitas Arsa Bandung) (2020)	Nabilah Mayarizka, Maylanny Christin	Hasil penelitian menunjukkan bahwa metode <i>storytelling</i> efektif dalam meningkatkan pendidikan karakter anak usia 6-12 tahun. Program-program seperti "Aku Ceria," "Cita-Citaku," dan "SAFE" yang memanfaatkan metode <i>storytelling</i> telah berhasil meningkatkan pendidikan karakter anak dengan baik.
5	Penanaman Pendidikan Karakter Anak Sekolah Dasar melalui Metode Mendongeng (2023)	Ahmad Ridhai Azis	Hasil dari penelitian ini menunjukkan bahwa metode mendongeng di Kelas VI SDN No. 7 Salabose berlangsung dengan menyenangkan dan termasuk kategori cukup baik. Para peserta didik menikmati proses pembelajaran yang memadukan unsur kreatif dan interaktif, sehingga mereka dapat dengan mudah menyerap nilai-nilai pendidikan karakter yang positif dan bermanfaat.
6	Penanaman Karakter Sikap Bersahabat Melalui <i>Storytelling</i> (2022)	Yunistianingsih & Itsnan Alfajri Husain	Hasil penelitian menunjukkan bahwa karakter sikap bersahabat dapat ditingkatkan melalui <i>storytelling</i> . Metode ini juga efektif dalam mengurangi potensi konflik di antara anak-anak.

Berdasarkan Tabel 1. Temuan Hasil Penelitian Sebelumnya, *Storytelling* terbukti efektif terhadap pembentukan karakter siswa sekolah dasar. Metode *storytelling* yang diterapkan oleh guru selama proses pembelajaran dapat mendorong perubahan perilaku positif pada peserta didik di lingkungan sekolah. Perubahan ini terjadi terutama saat proses pembelajaran berlangsung, yang menunjukkan dampak positif dari metode ini dalam membentuk perilaku peserta didik (Eni Marta, Elvina, Rejeki, & Safrudin dalam Marta et al., (2022))

Hasil penelitian Jurahman, (2022) menunjukkan bahwa *storytelling* dapat menjadi strategi yang efektif untuk menanamkan nilai-nilai karakter pada anak sekolah dasar. Penelitian ini menemukan bahwa mendongeng dapat membantu menciptakan tokoh cerita, menyampaikan pesan moral, dan memilih cerita yang sesuai dengan perkembangan anak.

Selain itu, penerapan seni keterampilan mendongeng, termasuk teknik opening, olah gerak, alat peraga, vokal suara, gestur, intonasi suara, ekspresi, dan teknik penutupan, dapat membantu menanamkan karakter dengan lebih baik pada anak.

Rusiyono & Apriani, (2020) mengatakan bahwa *storytelling* merupakan cara yang efektif untuk menanamkan rasa nasionalisme pada siswa sekolah dasar. Metode ini membantu siswa memahami nilai-nilai Pancasila yang digunakan dalam kehidupan sehari-hari, seperti ketuhanan, kemanusiaan, persatuan, bhineka tunggal ika, cinta tanah air, musyawarah, kepentingan bersama, keadilan sosial, dan semangat untuk saling membantu. Selain itu, *storytelling* dapat meningkatkan kepedulian, toleransi, dan semangat kebersamaan siswa. Hasil penelitian menunjukkan bahwa teknik cerita mengubah perilaku siswa menjadi lebih baik.

Penelitian serupa oleh Mayarizka & Christin, (2020) yang menunjukkan bahwa komunikasi pendidikan menggunakan *storytelling* dapat meningkatkan pendidikan karakter anak berusia 6-12 tahun. Program seperti "Aku Ceria", "Cita-Citaku", dan "SAFE", yang diselenggarakan oleh Arsa Bandung Community, telah terbukti efektif dalam membangun karakter anak. Penggunaan berbagai media komunikasi, seperti boneka, video, dan infografis, juga memberikan variasi dan keberagaman dalam kegiatan pembelajaran. Cerita visual dan multimedia dapat meningkatkan apresiasi anak terhadap nilai-nilai yang diajarkan oleh karakter.

Studi dari Azis, (2023) juga menunjukkan bahwa *storytelling* dapat membantu anak-anak di sekolah dasar mempelajari karakter. Peserta didik mampu mengolah cerita tersebut menjadi poster, membedakan karakter tokoh yang diperankan, dan menanggapi dan menceritakan kembali cerita tersebut dengan cara mereka sendiri. Selain itu, siswa menerima pengalaman belajar yang menyerap prinsip-prinsip pendidikan karakter yang positif dan bermanfaat. Seperti yang ditunjukkan oleh penelitian ini, penggunaan cerita rakyat dan metode *storytelling* dapat efektif dalam menanamkan nilai-nilai karakter pada anak-anak.

Metode pembelajaran melalui *storytelling* membuat peserta didik lebih menikmati proses pembelajaran. Dengan memadukan unsur interaktif dan kreatif, pembelajaran ini lebih menarik daripada metode ceramah yang sering kali kurang dinamis. Cerita yang disampaikan oleh guru membantu peserta didik mengidentifikasi nilai-nilai karakter yang dapat mereka teladani dalam dongeng. Hal ini mendorong peserta didik untuk mencapai simpulan yang tepat terkait cerita yang mereka dengar. Karakter dan perilaku tokoh dalam

cerita dongeng, baik protagonis maupun antagonis, mudah dipahami oleh anak-anak. Melalui karakter tersebut, peserta didik dapat belajar mengenal sifat dan perilaku yang baik. Proses ini mempermudah anak-anak dalam membangun pengetahuan moral yang baik. Pembelajaran melalui mendongeng memberikan kesempatan bagi anak-anak untuk mempelajari hal-hal positif dari karakter tokoh-tokoh cerita dan mencoba menerapkannya dalam kehidupan sehari-hari.

Nilai-nilai yang sering disampaikan dalam cerita, seperti kejujuran, tanggung jawab, rendah hati, disiplin, hormat, kesetiakawanan, kerja keras, toleransi, dan persahabatan, diharapkan dapat diinternalisasi oleh peserta didik dalam kehidupan sehari-hari. Penelitian oleh Yunistianingsih & Husain, (2022) yang menemukan bahwa banyak peserta didik menyukai pembelajaran dengan *storytelling* atau mendongeng. Respon positif ini menunjukkan bahwa anak-anak cenderung senang mendengarkan cerita yang disampaikan oleh guru atau orang lain. Ketika peserta didik mendengar cerita yang disampaikan, mereka memahami pentingnya tidak berkelahi dengan teman dan memahami perbedaan antara yang baik dan yang buruk.

Berdasarkan temuan-temuan dari beberapa penelitian terdahulu, dapat disimpulkan bahwa *storytelling* atau mendongeng merupakan teknik yang sangat efektif untuk membangun karakter siswa di sekolah dasar. Siswa belajar mengenai nilai-nilai moral dan etika yang baik melalui cerita yang diceritakan. Metode ini tidak hanya mengubah perilaku siswa selama pembelajaran, tetapi juga membantu mereka menginternalisasi dan menerapkan prinsip-prinsip yang dipelajari dalam kehidupan sehari-hari. Oleh karena itu, *storytelling* menjadi alat efektif dalam membantu anak-anak membangun karakter yang lebih baik.

Simpulan dan Saran

Penelitian ini menunjukkan bahwa *storytelling* efektif dalam menanamkan nilai-nilai positif dan perilaku yang baik pada siswa yang diperkuat oleh penelitian sebelumnya mengenai efektivitas metode *storytelling* dalam mendorong perubahan perilaku positif pada peserta didik, menunjukkan pentingnya *storytelling* dalam pendidikan karakter siswa. Melalui metode *storytelling* guru dapat membentuk karakter kepada para siswa. Dengan menerapkan metode *storytelling* guru dapat menciptakan interaksi yang bermanfaat antara guru dan siswa, yang membantu siswa mengidentifikasi nilai-nilai karakter yang dapat mereka teladani. Melalui cerita-cerita yang disampaikan oleh guru, peserta didik dapat

mempelajari nilai-nilai moral dan perilaku baik, seperti kejujuran, kedisiplinan, tanggung jawab, rendah hati, dan kerja keras. Penelitian ini menunjukkan bahwa *storytelling* efektif dalam menanamkan nilai-nilai positif dan perilaku yang baik pada siswa yang diperkuat oleh penelitian sebelumnya mengenai efektivitas metode *storytelling* dalam mendorong perubahan perilaku positif pada peserta didik, menunjukkan pentingnya *storytelling* dalam pendidikan karakter siswa. Melalui penelitian ini diharapkan dapat membantu para guru dalam memilih metode dalam mengajar yang membantu siswa lebih paham atas apa yang disampaikan. Selain itu penelitian ini diharapkan dapat digunakan dalam penelitian lain yang lebih dalam.

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The Comparative Analysis of Social Inequality and Alienation in *A Short Happy Life of Conat* and *The Garden Party* Using Marxism

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Abstract

This analysis juxtaposes Mochtar Lubis's *The Short Happy Life of Conat* with Katherine Mansfield's *The Garden Party* to explore themes of inequality, class distinction, and alienation. Employing Marxist theory, the study examines how Conat, a trishaw driver, experiences alienation from the products of his labor and the labor process itself, echoing Marx's critique of capitalism. In contrast, Laura from "The Garden Party" confronts a different form of alienation, where familial capitalist values overshadow human connection. Despite their disparate socio-economic backgrounds, both characters serve as poignant examples of alienation within their respective societies, illustrating its pervasive impact.

Keywords: *alienation, exploitation, Karx Marx, Marxist theory, social inequality*

Introduction

In *The Short Happy Life of Conat* the main character, Conat, is a trishaw driver who embodies Marx's theories of alienation from the product of labor and the activity of labor. Despite his relentless work ethic, Conat's efforts yield insufficient rewards, highlighting his disconnection from the value generated by his labor. The monotonous and physically demanding nature of his job further exacerbates his sense of alienation, as he lacks control and fulfillment in his work. Conversely, *The Garden Party* by Katherine Mansfield delves into a different dimension of alienation, one that is more psychological and emotional. Laura, the story's protagonist, finds herself in conflict with her family's insensitivity towards a tragic event - a man's death near their home. Her family's prioritization of their garden party over the tragedy underscores a form of alienation from human empathy and moral values, illustrating how capitalist values can distort personal relationships and self-perception.

The analysis of these two stories is using Marxist theory which in general, Marxism talks about social, political, and economic philosophy. Marxist perspective highlights the themes of social inequality and the exploitation of the lower class (the Proletariat) by the upper class (the Bourgeoisie) (Marx & Engels, 1969). This analysis will discuss how the main characters of two stories analyzed using the theory of Marxist differ from their social class.

Alienation is a recurring theme in literature, often reflecting broader socio-economic and philosophical concerns. The theme of alienation has been persistently and unflinchingly addressed in modern literature (Saleem, 2014). Alienation occurs when a person withdraws or becomes isolated from their environment or from other people. Those who exhibit symptoms of alienation often reject loved ones or society (Sarfraz, 1997). They may also experience feelings of distance and estrangement, even from their own emotions. According

to Karl Marx, alienation is the separation from the products of one's labor and from one's very essence as a human being.

Some studies are found regarding inequality and alienation. Alfarini and Tetty (2022) employ textual analysis to investigate gender inequality in Cho Nam Joo's novel *Kim Ji Young, Born 1982*, translated by Jamie Chang. Drawing on Sylvia Walby's comprehensive theory of gender inequality (1990), which encompasses domains such as household production, paid work, the patriarchal state, male violence, sexuality, and culture, their research identifies and analyzes these manifestations within the novel. The main character's journey reflects profound experiences of depression and personal transformation in response to these inequalities. In a similar vein, Najah, Hidayati, and Wardana's (2023) study examines how the protagonist navigates marginalization, subordination, stereotypes, and violence using theoretical frameworks including formalism theory by Boris Tomashevsky, Simone de Beauvoir's existentialist feminism, and Mansour Fakih's gender inequality theory.

Finally, This study delves into the concept of alienation as portrayed in two distinct short stories: Mochtar Lubis's *The Short Happy Life of Conat* and Katherine Mansfield's *The Garden Party*. Despite their distinct cultural and social contexts, both narratives offer profound insights into how individuals can experience alienation from their work, the products they produce, and even their own sense of identity within specific economic systems. The research also examines how the protagonists in these stories strive for liberation, illustrating women's agency across professional, intellectual, and societal domains. By comparing these narratives, this paper aims to underscore the multifaceted dimensions of alienation as theorized by Karl Marx, emphasizing its economic implications and its profound impacts on interpersonal relationships and self-perception. This comparative approach deepens our understanding of how alienation manifests across diverse contexts, revealing its pervasive influence on individuals within capitalist societies.

Method

The approach used in this study is a qualitative approach used to find equations between the two short stories *The Short Happy Life of Conat* and *The Garden Party*. According to (Sugiyono 2015) mentions that the qualitative research methods are used by researchers in natural object conditions. According to Creswell (2016) qualitative research is "a type of research that explores and understands meaning in a number of individuals or groups of people who come from social or humanitarian problems".

Based on the above understanding, it can be seen that qualitative research is natural research and the resulting data is descriptive. That is natural and the data produced is descriptive. In this study using a qualitative approach with the type of research content analysis. This research focuses on how the main characters experience different levels of alienation as a result of their economic situation. The data can be obtained from close reading and other researches from the article.

The two short stories were closely read with the objective to identify dialogue and passages that dealt with alienation-related themes. This meant looking at the interactions between the characters, their inner monologues, and the socioeconomic environments that the stories portrayed. Following the passages were identified, they were coded based on themes discovered in Karl Marx's theory of alienation. The classification categories applied were specifically alienation from the self, alienation from the activity of labor, and alienation from the product of labor.

To bring focus on similarities and differences in the ways that alienation appears in the main characters of the two stories, the coded data was compared. Understanding the broader implications of alienation across different socioeconomic and cultural contexts was made more straightforward by this comparative approach. This analysis was conducted using Karl Marx's theory of alienation as the interpretive framework. The study was aimed at explaining how the characters' experiences of alienation are impacted by their social and economic contexts by applying Marxist ideas.

In addition, the focus on Marxist theory could cover up alternative theoretical stances that are equally relevant to the study of alienation in literary works. Applying a qualitative methodology, this research offers an in-depth understanding of the representation of alienation in *The Short Happy Life of Conat* and *The Garden Party*, exposing the socio-economic and psychological elements of this theme.

Findings and Discussion

In this analysis, the researchers highlight the discussion on social inequality and exploitation and the alienation of the analysis main characters from *The Short Happy Life of Conat* and *The Garden Party*.

Social Inequality

Inequality can be understood in various ways depending on different contexts and perspectives. It encompasses distinct yet overlapping economic, social, and spatial dimensions (Koh, 2020). In *The Short Happy Life of Conat* and *The Garden Party*, social inequality is illustrated through the main characters, Conat from the lower class and Laura from the upper class. Exploitation, defined as the manipulation or abuse of power and control over someone, is evident in these stories. Conat's interaction with the Cabinet Minister highlights this exploitation, suggesting that Conat was deemed undeserving of a blood transfusion compared to the Cabinet Minister. Meanwhile, Laura's life and interactions in *The Garden Party* underscore the stark economic disparities between her and the other characters.

"Conat, a low-ranking government messenger, earned only 325 rupiah a month."
(Page 1 1st Paragraph)

"His wages were not even enough to buy food with. Twenty rupiah a night allowed them to live decently in poverty." (Page 1 - 4th Paragraph).

"Conat was lucky. An employee of the Blood Bank was willing to donate on Conat's behalf. They took the blood quickly to the hospital and a nurse took it straight away to the patient."

"Neither Conat nor Tinah heard the angry conversation between the employee of the Blood Bank and the doctor. The blood he had given had been used for a major dignitary, involved in an accident about the same as Conat."

The first quote establishes Conat's position in the lower class and the meagerness of his wages, highlighting his struggle to survive and the exploitation inherent in his social status. Conat's experience is further contrasted with that of the Cabinet Minister, who, despite being involved in a similar accident, receives preferential treatment. The statement, *"Conat, a low-ranking government messenger, earned only 325 rupiah a month"* and *"His wages were not even enough to buy food with. Twenty rupiah a night allowed them to live*

decently in poverty” underline the harsh economic realities faced by Conat, whose meager earnings barely sustain his basic needs. The stark disparity in how the Cabinet Minister and Conat are treated reveals the systemic exploitation of the lower class, as the Cabinet Minister’s status ensures he receives immediate and high-quality medical attention, whereas Conat is left dependent on the charity of others, “*Neither Conat nor Tina heard the angry conversation between the employee of the Blood Bank and the doctor. The blood he had given had been used for a major dignitary, involved in an accident about the same as Conat.*” This incident starkly illustrates the preferential treatment afforded to the upper class, highlighting the deep-seated inequalities within the societal structure.

In *The Garden Party*, class distinction is also evident through Laura's life and her interactions with the workmen, as well as the comparison between her home and Mr. Scott's. Laura's fleeting awareness of the absurdity of class distinctions is captured in her internal monologue, “*It's all the fault," she decided, as the tall fellow drew something on the back of an envelope, something that was to be looped up or left to hang, of these absurd class distinctions.*”

Laura's family's affluence is symbolized by the presence of a tennis court, a luxury item that implicitly showcases their economic status, “*A corner of the tennis-court,"* she suggested. “*But the band's going to be in one corner.*”

In stark contrast, Mr. Scott's home is depicted as a place of poverty and hardship, “*She found herself in a wretched little low kitchen, lit by a smoky lamp. There was a woman sitting before the fire.*” This vivid description highlights the stark differences in living conditions between Laura's family and Mr. Scott's, further emphasizing the theme of social inequality.

The distinction between Laura and the workmen is not just economic but also social and emotional. Laura's brief interaction with the workmen momentarily bridges the gap between the classes, but her return to the comforts of her home reinforces the entrenched class divisions. The luxurious setting of Laura's home, complete with a tennis court, stands in stark contrast to the impoverished conditions of Mr. Scott's home, underscoring the vast economic disparity.

Furthermore, Laura's initial empathy towards Mr. Scott's family is overshadowed by her family's insistence on proceeding with the garden party, reflecting how capitalist values can diminish human empathy and prioritize social status over genuine human concern. Laura's struggle with her conscience highlights the emotional and moral distance that wealth can create, making her complicit in the perpetuation of these class distinctions. Both stories thus explore the multifaceted nature of inequality and exploitation within capitalist societies. Conat's experience illustrates the economic exploitation of the working class, where his labor and very existence are undervalued. His alienation is both economic and existential, as he is estranged from the fruits of his labor and from a society that views him as expendable.

In contrast, Laura's story in *The Garden Party* emphasizes the social and emotional dimensions of inequality. Her brief encounter with the reality of Mr. Scott's life and death offers a glimpse into the harsh realities faced by the working class, but her return to the privileges of her upper-class life underscores the persistent divide. Laura's existential alienation arises from her family's detachment from genuine human values and empathy, revealing the moral cost of maintaining social hierarchies. Both *The Short Happy Life of Conat* and *The Garden Party* provide profound insights into the pervasive impact of social inequality and exploitation in capitalist societies. Through their narratives, these stories critique the structures that perpetuate economic and social disparities, illustrating how such inequalities alienate individuals from their labor, their communities, and their own humanity. The exploration of these themes highlights the need for a more equitable society that values human connections and dignity over economic status and privilege.

Alienation

According to Karl Marx, alienation is separation from the products of one's labor, and separation from one's very essence as a human being. Karl Marx explained alienation into 4 concepts: (1) the product of labor, (2) the process of labor, (3) Others, and (4) self. Alienation from the product of labor is in a capitalist system, workers do not own the products they create. They are alienated from these products, which are sold for profit, a profit they do not enjoy. *"Thus, the final product does not feel like the worker's own and is creatively unrewarding. The product becomes an alien object, one that the worker produces only for the means of wages and survival"* (Olivia 2024). Alienation from the process of labor is that the Workers do not have control over the labor process and the work is often monotonous and does not fulfill the worker's creative potential. *"They also must complete the tasks set by their employer, meaning that the process of labor is something external to the worker"* (Olivia 2024). Alienation from others is that the workers compete with each other in a capitalist system, leading to a sense of isolation and a lack of community. *"Under capitalism, workers are encouraged to compete against each other for jobs, better products, and higher profits. This pits individuals against each other in a competition to sell their labor for the lowest possible value"* (Olivia, 2024). The last is Alienation from self. This refers to the idea that work in a capitalist system is external to the worker's identity. Instead of being a natural expression of the worker's abilities and aspirations, work is a means to survive. *"Work under capitalism alienated individuals from themselves since work is no longer a joy, but simply a means to earn wages to survive"* (Olivia 2024).

Based on those 4 concepts of alienation, "Conat", the main character in the short story *The Short Happy Life of Conat* is in accordance with these two of the four concepts. The concept of "alienation from the product of labor" can be understood from his services provided and the income. *"Conat drove a trishaw, as he explained to Tinah, so they could live honestly. His wages were not even enough to buy food with. Twenty rupiah a night allowed them to live decently in poverty."* (p.1)

Conat, as a trishaw driver, experiences alienation from the product of his labor. Despite working diligently day and night, his wages are meager and insufficient to provide a decent standard of living for his family. This alienation is evident in his constant struggle to make ends meet and his inability to fully enjoy the fruits of his labor. Conat has a product, namely transportation services that it offers to his passengers. Every ride he provides is a direct result of his hard work. His Income: The money Conat earns from driving a trishaw can also be considered the result of his hard work. However, the small salary he received did not reflect the true value of his hard work, leading to alienation. While the concept "alienation from the activity of labor" we can see that Conat's experience as a trishaw driver also reflects this concept where doing this work is repetitive and tiring, but his agency and control over the production process is limited. The monotony and lack of satisfaction in his work contributed to a sense of alienation, where he felt disconnected from the creative and meaningful aspects of work. Therefore, it can be concluded that Conat experienced alienation from its products and production processes. *"He had worked day and night for three years. He was thin. His legs bulged with muscles. His eyes were red and hollow from lack of sleep."* (p.1). Conat's experience as a trishaw driver also reflects alienation from the activity of labor. He engages in repetitive and laborious work, yet his agency and control over the production process are limited. The monotony and lack of fulfillment in his work contribute to a sense of alienation, where he feels disconnected from the creative and meaningful aspects of labor.

Based on those four concepts of alienation, "Laura", the main character in the short story "The Garden Party" is in accordance with one of these four concepts. The concept of

“alienation from the self” can be understood from her concern and questioned the feasibility of continuing with the party.

“Stop the garden-party, of course.” Why did Jose pretend? (p.8)

“But Jose was still more amazed. “Stop the garden-party? My dear Laura, don’t be so absurd. Of course we can’t do anything of the kind. Nobody expects us to. Don’t be so extravagant.” (p.8)

“But we can’t possibly have a garden-party with a man dead just outside the front gate. (p.8)

This dialogue highlights how Laura's family dismisses a tragic event (the man's death) in favor of continuing with the party, reflecting a devaluation of human life and empathy. The story hints at the devaluation of human life and labor under capitalism. When Laura learns about a man's death nearby, she initially expresses concern and questions the appropriateness of continuing with the party. However, her family dismisses these concerns, emphasizing the importance of the party over the tragic event. This attitude reflects how capitalism can alienate Laura from empathy and devalue human life and prioritize economic activities over human empathy and connection.

Conclusion

Based on the analysis, both stories highlight social class distinctions and the theme of alienation in capitalist societies. Conat's story reveals the harsh realities of the proletariat, focusing on poverty and bourgeois exploitation by a Cabinet Minister. *The Garden Party* critiques social inequality by contrasting the workmen's experiences with those of the wealthy Sheridan family, particularly Laura. The analysis shows that Laura fails to sympathize with Mr. Scott's family, while Conat, from a lower social stratum, does not receive justice. Both stories depict how capitalist societies foster alienation. In *The Short Happy Life of Conat*, Conat feels estranged from his labor due to low wages and repetitive work, reflecting Marx's concept of alienation. *The Garden Party* demonstrates how capitalism diminishes empathy and human life, as seen in the Sheridan family's reaction to a working-class neighbor's death. Laura's family's emotional distance and devaluation of human life exemplify this alienation, while Conat's alienation is tied to his work and its outcomes. In conclusion, both stories illuminate the broader issue of alienation in capitalist societies.

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A Portrayal of a Woman's Struggles And Self-Liberation in The Patriarchal System

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Abstract

This study aims to reveal the gender inequality undergone by the female character, and her struggles to unchain herself from the unfairness she experienced in the short story *Apa yang Paul McCartney Bisikkan di Telinga Janitra*. In the era where equality between man and woman becomes a daily issue, there is still no guarantee that a woman will easily be treated as equal as man. Career can be a sign that a woman has reached the more or less the same level as man, but in many cases, many women are forced to give up their career to take care of their family as men call it as the nature of women to be housewives and mothers. Feminist literary criticism is applied to examine the short story to reveal how the character struggles to release herself when she is clung by domestic patriarchal strong practice done by her husband. The result of the analysis reveals that the female character in the short story discussed is still portrayed to be only half-completely succeed to attain her freedom and equity against patriarchal confines.

Keywords: feminist literary criticism, patriarchal system, struggle, unfairness

Introduction

Literature is often said as a mirror of society. It means literature often catches the daily events and retell it to society in a fiction. The case of Coronavirus diseases or COVID-19 pandemic (hereafter pandemic) that occurred between 2019 and 2021 has had psychological and social effects on human beings around the globe. It brought many impacts to human life, not only health and physical matters, but also economics, finance, and mental health. Apart from that, policies regarding cutting off employees in business caused social problems that strongly distress families' lives and relationships between the members. While mass media, both printed and digital, reported lots of troubles suffered by population, there are only a few literary works found picturing victims of the pandemic. The short story entitled *Apa yang Paul McCartney Bisikkan di Telinga Janitra* (What Did Paul McCartney Whisper to Janitra – free translation), employs the setting of the chaotic pandemic and portrays its impact on a woman who has a small family. The short story discussed was published in KOMPAS MINGGU on August 2, 2020 which was later selected and compiled in an anthology of short stories. "*Apa yang Paul McCartney Bisikkan di Telinga Janitra*" is one among 17 short stories selected by KOMPAS under the title Cerpen Pilihan Kompas 2020.

The short story entitled "*Apa yang Paul McCartney Bisikkan di Telinga Janitra*" tells a story of a married woman named Janitra. She got married to Gupta and they have a very young baby who is implicitly can be categorized as a child with special need. Janitra used to be the head of a science laboratory, but she has to leave her job no matter how much she likes it since her baby needs special attention, and her husband insists that as a mother it is her responsibility to take care of their only child, especially in this chaotic situation. Janitra has no option, but to give up her job though it offers her a promising prospect. Rising conflict

starts when during the pandemic outbreak, Gupta is assigned to work from home. He criticizes and complains almost about everything. Janitra's internal conflicts grow up as she has to take all the blames and critics from her husband. The problem gets worse when Gupta gets fired from his job. The hotel management where he works laid off many staff members including himself. Quarrelling and between husband and wife are inevitable. Gupta as a husband becomes economically handicap due to his being unemployment. He blames his wife of failing to be his support system in economic matter. Meanwhile, Janitra struggles hard to control 'a protective being' hidden within her that is trying to guard her from all outer irritation and aggravation. The only way Janitra learns to pacify the 'tiger-look creature' is by humming the song she is familiar with, the song sung by Paul McCartney: Let It Be, "When I find myself in times of trouble- Mother Mary comes to me- Speaking words of wisdom- Let it be" When finally, the pressure is unbearable and Janitra almost cannot control the "protective creature" within herself, she leaves her husband and baby, and hurts herself.

What had been experienced by Janitra might also be experienced by many people during the pandemic. It is believed that writers do not write from nothing, but mostly because of the influence of her/his surroundings. While printed newspapers, radios, and televisions report the real information and occurrence related to the pandemic, writers with their imagination depict the fictional portraits to articulate unexpressed thoughts and feelings for readers to enjoy in a different way they acquire from mass media. Through this literary work (read: short story) readers can view and analyze their life by parallelizing their life and real-life events in the literary works, like "Apa yang Paul McCartney Bisikkan di Telinga Janitra".

There are some researchers conducted an analysis on this short story. The first research was conducted by Fitriana (2023) who examined the discourse analysis in her undergraduate thesis entitled "*Bahasa Pemberontakan dalam Cerpen Apa yang Paul McCartney Bisikkan di Telinga Janitra?: Analisis Wacana Kritis Sara Mills*". Another study was carried out by Sofyaningrum and Tyas (2024) analyzing the figurative languages used in their article "*Melodi Kiasan: Pengungkapan Dampak Wabah Pandemi dalam Cerpen Apa yang Paul Mccartney Bisikkan di Telinga Janitra?*". Different from those two discussions, this article has a different niche and argument as it will scrutinize the short story using the lens of feminist literary criticism in order to reveal the patriarchal unfair treatments towards the female character.

The aim of this paper is to critically examine the depiction of the female character in the short story "*Apa yang Paul McCartney Bisikkan di Telinga Janitra?*" whether she resists all the domestic pressures suffered or just let them happen upon her in. It is interesting to learn that even in the millennial era, gender inequality still occurs as a common practice in a patriarchal society (Aveling, 2003). This is a fact that in a patriarchal society, women still be treated unfairly no matter how highly educated and modern she is. The domination of gender inequality exposed has been a long issue since decades ago. This fact must be read and learned by readers to open their horizons and lend a hand to make improvements and promote equality between women and men.

Method

This descriptive qualitative research is done by analyzing the content. Data is mainly taken from the text. Analysis is focused on the female character (Janitra), the male character Gupta (Janitra's husband), their arguments and emotions revealed, and other evidence to support finding how the patriarchal system still greatly influences male-female relationship even in modern life and indicates one-sidedness. Even though Janitra is the focus of research,

investigation of the other character (Gupta, the husband) is also crucial for building up a thorough and clear concept of how in the short story the author puts her ideas about the ways Janitra unshackles herself from the pressures.

Feminist literary criticism is well applied to analyse how the female character (Janitra) is portrayed in the short story when she encounters problems which are strongly impelled by patriarchy. Culler (1983) stated that feminist literary criticism is reading as women, meanings that readers must be aware of important differences in interpreting a literary work among people of different sexes as when they analyze the same short story or novel, men might have different understanding and judgment from women. In addition, Guo (2018) pointed out feminist literary criticism does not mean merely woman critics, woman criticism nor criticism on woman writers, but relatively implies that readers must have awareness when they read literary work. Readers must be conscious of the relationship between sex, culture, literature, and life in general as it creates differences in the interpretation. Feminist literary criticism emphasizes on uncovering literary work containing the practice of the patriarchal system which continually constructs gender inequality that positions women in disadvantages (Tyson, 2006).

As far as feminist literary criticism is concerned, one of the significant key terms is patriarchy. Patriarchy, which according to Eisenstein is “*an ideology hammer at destroying woman’s consciousness about her potential power*”, derives from the necessity of society to reproduce itself (Eisenstein, 1981). As it has mentioned, Janitra encounters problems which are deeply rooted in a patriarchal system. Patriarchy can be understood as a social system which place men above women as they are leaders who are central of property, seize leading roles of moral authority, main dignitaries who are vital to social organization and principals that hold authority over women and children in household. Despite her position as a modern, educated woman and a wife in a patriarchal society, especially during a hard time (the pandemic), the short story magnifies Janitra’s incapability to express her thoughts, her emotion, and her voice. There are two ways observed from the text which describe how Janitra controls her emotion and Janitra acts in response of the bullies and pressures. There are three symbols used by the author to portray Janitra’s self-defence mechanism against pressure, and another way is by humming Paul McCartney’ song entitled *Let It Be*.

Findings and Discussion

In patriarchal societies, a married woman tends to be considered as ‘one that belongs to her husband.’ It is in line with the four out of five types of gender inequality as stated by Fakhri (2013) which are marginalization, subordination, stereotyping, and violence. The application of these four types lead to inequality between a man a woman. The inequality found in the text will be discussed as follows.

The practice of patriarchy in Javanese society has some aspects, which start with gender construction. The tradition and culture have constructed an ideal both for woman and man. The general concept of men and women, women are known to be gentle, beautiful, and emotional, while men are known to be strong, rational, valiant and courageous. From the construction of the society about characteristics of men and women above, the issue of hierarchy arises. Due to the characteristics of women that are thought to be weaker than men, generally women are considered to be second to men, less refined, less spiritual, less potent, more spontaneous, more emotional, and thus less deserving of prestige (Mulder, 2005).

In many cultures, including in many parts of Indonesia, marriage indeed places men in a more beneficial, higher, and dominant position (Prabasmoro, 2006). Kate Millet in Prabasmoro stated that marriage or family is the main patriarchal instrument which rules the

behavior and attitude of the cultural members so the maintaining of the patriarchal ideology happened (Prabasmoro, 2006).

The short story does not mention the ethnic background of Janitra and Gupta. However, it strongly reflects the ambience of patriarchy. Despite her high education, when Janitra is married and has a young baby, frequently she must obey what her husband tells her to do as if she can't make her own decisions. Subordinations undergone by Janitra are among others serving coffee, keeping the baby quiet, looking after her baby, taking care of the house chores, and then leaving her job as Gupta directed so. Those are what Janitra has undergone in her life. Previously, she had to resign from her job due to her baby's condition, which needs special attention. The problem arises when Gupta is being laid off by the hotel in which he works due to pandemic. Yet, when her husband finally lost his job, he blamed Janitra for why she left her job. On the one hand, she is made to quit her job, but on the other hand she is blamed for not being able to financially support the family. The argument between husband and wife is as the following:

"Sial! Direksi mengumumkan tak mampu lagi membayar gaji karyawan!"

"Kita masih punya tabungan, bukan?"

"Paling hanya bisa bertahan untuk satu bulan. Sial! Harusnya kau tak berhenti dari pekerjaan itu! Kalau begini, kita tak mungkin bisa bertahan!" Gupta menutup laptopnya dengan kasar. (Gotama, 2020, p. 83)

The above conversation between Janitra and her husband, Gupta, shows how Gupta blames his wife for leaving her job. He does not have the courage to acknowledge that probably the main reason for him being permanently laid off is due to his weak position in his work. The following argument will explain more.

"Aku berhenti atas permintaanmu."

"Aku tak pernah menyuruhmu berhenti. Aku hanya mengatakan, Nara butuh perhatian. Kau bisa menyisihkan waktu lebih banyak di rumah. Bukannya lembur dengan tikus-tikus putih itu! Kalau kau ingin Nara bisa bicara, harusnya kau lebih sering bersamanya!"

"Di lab, aku punya tanggung jawab. Aku tak bisa terus-terusan izin atau pulang lebih awal."

"Nara tanggung jawabmu! Kau ibunya!" (Gotama, 2020, p. 83)

Janitra mentions that she has a responsibility in the lab. It indicates that in contrast to Gupta, she has a potential position. As a husband with a strong influence of patriarchal ideology, Gupta insists that Janitra is Nara's mother and it is her responsibility to take care the baby. He puts the responsibility on Janitra's hands. It refers to the stereotype of what societies construct about women: they must be the ones who are responsible with the kids and their nurturing.

There is concept in feminism that women have equal rights, meaning women obtain equal rights both by sex and gender. Conceiving and giving birth are the nature of women, but nurturing is not a necessity and obligation solely for women, because both parties are supposed to share parental responsibilities.

The way Gupta blames Janitra for quitting her job by emphasizing that *"I didn't say you have to leave it. But Nara needs attention, and you're the mother who is supposed to spend more time with her/him"* is a sneaky way to justify himself. As a husband, he

irresponsibly does not want to bear the risk of what he said. In other words, the decision of leaving the job and its consequences for having financial problems are Janitra's faults.

Janitra's life has been shackled since her baby was born. The subjugation has just intensified during the COVID-19 pandemic, bringing her into sharp inner conflict. She, who is implicitly educated and has a career, must remain submissive to what her husband commands. Patriarchy is a social structure in which men are considered as having higher position and having more power than women. Knauss (1987) emphasizes that patriarchal society uses certain facts that male and female as the basis for constructing a set of masculine and feminine gender identities and behaviours that serve to empower men and disempower women. In Janitra's case, she is being disempowered by her husband and indirectly pushed to leave her job. Yet, Gupta states that he doesn't say so, even he blames Janitra for doing it. The deep and ingrained strong influence of patriarchal concept that Janitra's figure is depicted as an obedient wife, always gives in and obeys what her husband says, always follows what her husband instructs even though it is against her own will.

In "*Apa yang Dibisikkan Paul McCartney di Telinga Janitra*" the conflicts illustrated are between Janitra and her husband, Gupta. Apart from those external conflicts, readers also find out internal conflicts within Janitra.

Another conflict is when Gupta yelled to Janitra to stop singing because her voice disturbs Gupta. This prohibition could have been done in a tender way, but, in fact, Gupta treats Janitra as his subordinate, not as a wife. The depiction in the short story indicates how deeply rooted patriarchal concepts are between the wife and husband.

"*Apa yang dibisikkan Paul McCartney di Telinga Janitra*" is a very strong reflection of what is understood about the patriarchal system, which is a system that can be found in almost all over the world. Bashin and Said Khan (1995) stated that patriarchy is derived from patriarch, which means the authority of father. In the relation with the social system, it is where the father has authority over all his family members, all wealth and economic resources, and makes all decisions. The social system should be under man's power and women are part of man's belonging.

The next conflict is when Gupta complained about their baby son. The special needs baby utters in an unrecognizable language. "*Aku ada pertemuan daring penting dengan manajemen. Tolong buat kopi. Dan jaga Nara supaya enggak ribut!*" (Gotama, 2020, p. 82). From these lines, it proves that Gupta considers himself as the patriarch of the family: the center of power, and treats his wife inappropriately and at the same time imposes responsibility as a father to his wife. The role as patriarch to the subordinate one is strongly implemented.

As mentioned previously in the methodology section, there are two ways observed from the text which describe how Janitra attempts to react to the pressures. It is mentioned in the text that Janitra escapes from the arguments with her husband and cuts carrots into small pieces repeatedly. Another way is to hum a song "Let It Be" in order to lull and pacify the "creature within herself" to sleep so that it will not attack the people she loves.

Janitra's first self-escape is her action cutting carrots into small pieces repeatedly and mentioned several times which could be associated with her avenger against the control of the patriarchal system. The carrots can be assumed as manifestation of patriarchy's phallic domination (phallocentrism, a doctrine/belief on the phallus centre as the superiority of male sex) that shackles Janitra into certain restrictions. From this association an idea can be withdrawn: Janitra is aware that she cannot obtain equity, her life as a woman is still under the very strong control of male domination (her husband's) as a result of the strong influence of patriarchy. Her confrontation could only be done by her action, cutting the entire carrots repeatedly until they turn to small cubes. A carrot could be a phallic symbol that Janitra is

strongly willing to attack but she couldn't make it happen. Therefore, her emotional outlet is by cutting the carrot into small pieces. It is mentioned that whenever she does it she gets pleasure.

The second getaway for Janitra is actually harmful for herself as she has to strongly calm down herself in order to sooth the 'tiger-like creature' that is felt and materializes when she is intimidated, cornered and gets furious. Janitra often hums "Let It Be" a song by Paul McCartney she has known for quite a time.

In this piece of fictional writing, the author narrates how Janitra -as a woman grown up in a patriarchal society- is not supposed to express her anger openly, straightly, and rudely. Therefore, it is depicted that Janitra often hums a song "*Let It Be*" wherever she needs to calm down herself, and at the same time to calm "the creature" within herself. Due to the depiction that Janitra cannot channel her anger directly, a horrible creature was created to represent her. The author of this short story portrays the major female character (Janitra) as a woman deeply bound in a patriarchal system that she hesitates to take a strong action to liberate herself from the problems that gripped her (Umniyah, 2017).

The setting of the story is around 2020 (during the pandemic) in which equality between men and women is supposed to be one of the practices. However, women's subordination is still depicted in the story. Women's subordination can be understood as "a social situation in which women are forced to stay under the control of men". The fact that literature is a reflection of society, it indicates that a short story may be the contemplation of incidents that occur in our surroundings. Therefore, it can be assumed that "Apa yang Paul McCartney Bisikkan di Telinga Janitra" is also a mirror image of what really takes place. As far as the gender issue is being discussed, it always refers to male and female which is universally distinguished in social life. The gender-linked roles attributed to adult men and women typically are as wives and husbands and as mothers and fathers which are organized in marriage.

There must be a reason why the song was selected to be integrally built in the plot and especially stated in the title. When Janitra hums the song, it is known that she attempts hard to calm down the 'tiger-look creature' that she feels is about to jump out and attack whoever hurts her. This song is a kind of lullaby for the creature. One assumption can be drawn is the lyric which is repeatedly sung "let it be... let it be" is meant to function as a 'soothing magic' or 'mantra' for Janitra herself to control her emotion. It is mentioned that she loves her husband and baby, she does not want the wild creature to attack them. Therefore, no matter how hard it is, when Gupta hurts her, Janitra hums the song again and again to soften her hard feelings and at the same time to control the wild creature. She has to control the wild creature and at the same time she actually imprisoned herself in the circle of torment.

Discussing feminism is analogous with looking at an object from different directions that gives us different perspectives. Meanwhile, reading as a woman, this study hopes to find a defense for the female character (Janitra) who is under the husband's (Gupta) oppression. The short story leads to a description that the wild creature opens its eyes widely, the ears stand straight, so do its twin tails. *Janitra grips the knife tightly* (p. 87). Contrary to expectations, the study of this short story does not find gender equality. However, apart from minor rebellion which is limited to discourse. Janitra is not portrayed as a woman (wife) with strong revolt. Shackled by strong patriarchal confinement and influence, Janitra then is depicted to sacrifice herself for the people she loves. It is called the conventional depiction of an expected wife and mother should be.

The fact that Janitra is a modern highly educated woman is not significant enough to encourage her to liberate herself. She is somehow still confined to the patriarchal system.

Her action to leave Nara and Gupta is just a temporary leave in order to sooth the wild creature which awakes and ready to attack anyone messing her up. This kind of sacrifice is still often found in many Indonesian short stories in which females are the major characters.

Conclusion

Literature reflects societal life and issues, often drawing from real conditions. "Apa yang Dibisikkan oleh Paul McCartney di Telinga Janitra," set during the pandemic, depicts struggles like job loss and survival. The story shows a patriarchal household with Gupta dominating and Janitra subordinated, a typical patrilineal marriage portrayal. Feminist literary criticism examines women's roles in texts. This paper explores Janitra's struggle against patriarchal pressures. Can she liberate herself? The story mirrors real-life family chaos during the pandemic, highlighting the patriarchal system that enables male domination. Janitra is depicted as a "good woman" in a patriarchal society through a "wild creature" expressing her anger. This device suggests it's not Janitra herself but the creature acting out, still controlling her emotional expression. Despite her professional success, the story doesn't fully support women under patriarchal pressure. It restricts Janitra's emotional expression, portraying women as caring, obedient, and devoted, often at their own expense. Women's freedom and equity still face boundaries. Despite feminist movements and increased female education, women in patriarchal societies continue to face pressure and injustice, as represented in this story.

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Exploring Vincent van Gogh's Painting's Iconography: An Aesthetic Criticism

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Abstract

This research attempts to investigate iconography in Vincent van Gogh's painting "The Garden of the Asylum," as well as its connection to themes in art that are purposefully or inadvertently altered by artists in order to exhibit their work. The method used was art (aesthetic) criticism which provides a methodological umbrella for iconographic analysis. The emphasis placed on the formal elements of art as the initial phase in the analysis is where the art criticism technique and Panofsky's iconographic analysis connect in this study. The results demonstrate that expressionism and fauvism were later creative movements that derived from Vincent van Gogh's unique use of color, texture, and the emotional portrayal of the human condition. A meandering path across the garden draws the viewer's attention farther into the image. The asylum's very existence has multiple meanings and implications. It is intended to convey van Gogh's feelings of both mental and physical captivity throughout his stay. The asylum can be seen as a metaphor for the state of humanity, representing the limitations and suffering that come with being human as well as the struggle to find inner peace and spiritual transcendence in the face of hardship. In conclusion, the examination of the iconography of "The Garden of The Asylum" provides a deeper understanding of the artist's symbolism and aims, as well as the historical context in which they are displayed, their personal and cultural significance.

Keywords: aesthetic criticism, iconography, post-impressionism, symbol

Introduction

Painting enthusiasts are no new to post-Impressionism. The term "post-impressionism" refers to an art trend that flourished for a brief time in the late 19th century and was primarily associated with French artists. Post-impressionism movements include a broad spectrum of diverse artistic styles (post-Impressionism, n.d.). Each variant emphasizes the artist's vision. Painting changed from a window into the world to a window into the artist's mind and soul. This occurred during the movement's peak.

Literature states that Vincent van Gogh was a key figure in the post-impressionist movement. Van Gogh was seen as a "mad" artist, the man who painted in frenzy or the wounded soul who cut off his ear (Vincent van Gogh's Paintings and Life, n.d.). Van Gogh was not as insane as people think. None of these ways of looking at it are right. People who see his works as nothing more than visual representations of his troubled mind often do not see how good an artist he was. In May 1889, Van Gogh went to the Saint-Paul de Mausole hospital in Saint-Rémy, France, because he was getting panic attacks. For the first few

weeks, he could only work inside or in the fenced-in yard. After that, he was able to work outside of the school as well. He painted the wheat fields, olive trees, cypress trees, and rocks in the area, and the painting became known as “The Garden of the Asylum.” The subject matter of the painting is a symbolic depiction of the events, conditions, and information depicted in paintings. Artists worldwide explore similar issues or concepts (DeWitte, Larmann, & Shields, 2015, p. 560).

This current research aims to examine variations in Vincent van Gogh’s icon in his painting “The Garden of The Asylum”, as well as its relationship to art themes that are consciously or unconsciously manipulated by artists to present artistic expression. This artistic analysis on van Gogh’s “The Garden of The Asylum” is an aesthetic criticism. It explores an artwork into analytical work and an analytical process into an artistic work. The importance of this research is to provide a comprehensive understanding of visual images, symbols and their meanings in van Gogh’s paintings. This way of understanding answers the urgency in terms of learning about classical visual art appreciation.

This current research exercises iconography theory, which is founded on Panofsky’s approach, which has complimented this approach over time, and is extremely consistent with the three stages of critique (description, explanation, and judgment). Panofsky, according to Esfandiari (2021), Panofsky defines the three degrees of comprehension to all artistic images: first stage pre-iconography, second stage Iconography (iconographic analysis), and third stage iconography (iconological analysis). Because of this, we can better comprehend the distinctiveness of other cultures and artists by contrasting the meanings of various works of art. While a symbol may have a common meaning for one group, it may be utilized differently or have a different meaning for another (Libretext, 2021).

While many exciting things are happening in stage one of perception, directed perception is where the very intimate aspects take place. Because it is guided by a general sense of what one can see, directed perception based on one’s personal history and knowledge—is sometimes referred to as “top-down” processing by cognitive scientists. You will “see” this painting in a way that no one else does. We direct our attention (or focus) to areas of a picture that are compelling, worthwhile, or familiar (Solso, 1933, p. 2).

Method

This research used the method of art (aesthetic) criticism which includes two formal aspects: elements and principles. Observing the formal aspects of art signifies a scientific approach in analyzing artwork. It highlights what the researcher sees independently from emotional impact of a work. Formal aspect-based art criticism explains visual artwork, not meant to evoke the thoughts on the work but to elucidate its visual structure, the arrangement of visual elements, and its composition function (Getty, 2011; Munsterberg, 2009). According to Glatstein (2009), the formal aspects of art refer to components that form a structure and explanation of how these components are combined with each other. The formal aspects of van Gogh’s “The Garden of The Asylum” include line, value, shape, form, space, color, texture, balance, contrast, movement, emphasis, pattern, proportion, and unity.

The method of art criticism (aesthetics) provides a methodological umbrella for iconographic analysis. The intersection between the art criticism method and Panofsky’s iconographic analysis is the prioritization of the formal aspects of art as the first step in the analysis. Panofsky’s iconography in art criticism used in this research begins by looking at the formal aspects of art. At the first level, looking at an image is to extract factual and expressive information (Panofsky, 1972).

The steps in the analysis procedure are as follows. First, identifying general information about van Gogh’s paintings. Second, writing a description of the painting

regarding what the subject in the painting is, the aspects that are emphasized, and the dominant elements. Third, correlating the art elements and design principles in the painting to create stages of iconological interpretation.

Findings and Discussion

Findings

Vincent van Gogh was a post-impressionist painter active in the Netherlands between 1853 and 1890. Throughout his life, he battled mental illness and lived in abject poverty. However, he still produced fantastic work that motivates and enthralls audiences worldwide.

Van Gogh checks in for treatment at the Saint-Paul-de-Mausole asylum at Saint-Rémy, close to Arles, on May 8, 1889. He is prohibited from leaving the property for the first month, but a garden filled with overgrown pine trees inside the walls serves as a tremendous source of inspiration for new studies and motifs. And because of that, his one-year stay at the asylum was quite fruitful because he created at least 150 new paintings and it titled “The Garden of the Asylum.” Hendriks & Tilborgh (2001) claim that the picture was once owned by eccentric Auvers-sur-Oise physician Paul Gachet Sr., who became a close friend of Van Gogh around 1890. His children Paul and Marguerite, who acquired the collection in 1909, intended to spread as little awareness as possible about what would eventually turn out to be a very valuable treasure. As a result, neither both “The Garden of the Asylum” nor any other pieces in their collection was ever donated to an exhibition, nor no one was ever permitted to photograph them. “The Garden of the Asylum” now has two different iterations. One is housed in Essen’s Folkwang Museum. The other is housed at Amsterdam’s Van Gogh Museum (Velde, 2021).

The work of Vincent van Gogh had a significant impact on the development of modern art. His singular approach to color, texture, and the emotional representation of the human condition laid the groundwork for subsequent artistic trends such as expressionism and fauvism. This helps ensure that his artistic genius will continue to be recognized for generations.



Figure 1. The Garden of The Asylum at Saint-Remy (Glaser, n.d.)

An approach to iconography focuses on the interpretation and analysis of symbols and visual images inside works of art. It refers to Panofsky’s method, which was created by art

historian Erwin Panofsky. This approach seeks to elucidate the cultural context and underlying meanings of the symbols and motifs employed by artists. According to Muralha (2023), the Panofsky technique divides analysis into three levels:

According to Muralha (2023), the Panofsky technique divides analysis into three levels. The first stage is pre-iconographic analysis. In this stage entails recognizing the fundamental visual components, such as shapes, objects, and colors, without giving them any particular interpretations of the work. It concentrates on outlining the formal features of the artwork and laying the groundwork for further examination. The first thing is about the composition of the painting. It has a primarily horizontal composition and is framed in a rectangle style. The garden and its different parts take up the lower part of the painting, while the sky in the upper part is a vivid blue color with strong hues to create a rich, expressive color scheme. Greens, blues, purples, and yellows are among the many hues present in the garden. Intense blue hues dominate the sky. The emotional effect of the artwork as a whole is enhanced by these vibrant colors.

Van Gogh's brushstrokes are short and dense, and they are dynamic and noticeable. The painting's dynamic and emotive quality is enhanced by the strokes' impression of spontaneity and movement. A variety of natural components, such as trees, flowers, and plants, can be found throughout the garden. The dominant feature of the image is a tall cypress tree that rises steeply and commands attention. Additionally, there are smaller plants, grassy clumps, and trees. Irises and poppies are among the flowers that can be spotted all across the garden. The viewer's attention is drawn further into the picture as a winding path meander through the garden. The route is painted with rough brushstrokes and a variety of earthy tones.

On the next stage is iconographic analysis. At this stage, the emphasis is on figuring out and deciphering the symbolic meaning contained in the piece of art. It entails recognizing the topic matter and the conventional or traditional meanings connected to the elements represented. The realization that form may correspond to themes and concepts in addition to visual experiences required both an accurate pre-iconographic description and an understanding of the literary sources as prerequisites (Hasenmueller, 1978). Understanding the historical and cultural setting in which the artwork was made is frequently necessary for this phase.

In the "Garden of the Asylum" painting the tall and lean cypress trees has a considerable impact on the overall look of the composition. Cypress trees frequently serve as a metaphorical focal point in Vincent van Gogh's paintings. Caldarone (2010) mentions that in a letter to Theo, Van Gogh states that the green of cypress trees has a quality of such distinction. They can be interpreted in several different ways, such as symbols of eternity, spirituality, and the link between heaven and earth (Cypress Trees, 2022).

The path that winds its way through the garden can be interpreted as symbolizing a journey of some kind. It might be interpreted as a metaphor for the journey through life, complete with all the forks in the road, decisions to be made, and obstacles to overcome. The route encourages the observer to investigate and contemplate their unique path in life as they walk along it.

Irises and poppies are only two of the many kinds of flowers that may be found strewn about the garden in the image. Van Gogh had a strong appreciation for the natural beauty that surrounded him, and flowers frequently carried significant symbolic meaning for him. Irises, for instance, are known to represent enlightenment and spirituality, whereas poppies are known to represent beauty, ephemerality, and even death. These flowers are meant to symbolize the cyclical aspect of life as well as the transient quality of existence.

The earthy tones of the garden provide a contrast to the bright blue sky that is always there. It conjures up feelings of optimism, liberation, and expansiveness. It may offer a sight of the transcendence or the spiritual realm, symbolizing the boundless possibilities and ambitions that lie beyond the bounds of the asylum.

The very existence of the asylum carries with it several connotations and meanings. It is meant to reflect both the physical and mental imprisonment that van Gogh felt while he was there. In light of this, one may consider the garden to be a haven, a place of peace and refuge amidst the challenges associated with maintaining one's mental health. It is meant to represent the artist's connection to the natural world as well as his quest for rest and recuperation.

The last stage is iconological analysis. It entails putting the symbols and their meanings in a larger cultural, historical, and philosophical context. It investigates the artwork's underlying symbolic meaning, including any allegorical or metaphorical interpretations. Instead of relying solely on analysis, Panofsky proposes that one might arrive at an understanding of a text by the practice of iconography, which involves thorough evaluation of all of the text's symbols. The term "graphics" refers to more than just visuals. Instead, this is done through the use of metaphors, allusions, and anecdotes. It should come as no surprise that similar forms can be found reflected in the realm of painting (Zimran, 2003).

Van Gogh held a profound reverence for nature and recognized it as a wellspring of inspiration for his spiritual life. The garden can be seen as a manifestation of the divine and a depiction of the harmony that exists between humans and the natural world when viewed through the lens of an iconological interpretation. It is a reflection of van Gogh's conviction in the possibilities for spiritual connection via the contemplation Panofsky proposes that one might arrive at an understanding of a text by the practice of iconography, which involves thorough evaluation of all of the text's symbols. The term "graphics" refers to more than just visuals. Instead, this is done through the use of metaphors, allusions, and anecdotes. It should come as no surprise that similar forms can be found reflected in the realm of painting (Zimran, 2003).of natural beauty as well as the curative power of nature.

On the other hand, the expressive brushwork and vibrant colors that Van Gogh used are consistent with the ideas of Romanticism. Romanticism was a movement that placed an emphasis on profound emotions, individualism, and a connection to the sublime. In the iconological analysis, the painting can be understood as a reflection of the artist's inner struggle and his endeavor to convey his feelings and his subjective perception of the world through the language of art. This is because the artist was attempting to communicate these things through art.

Again, the existence of the asylum itself carries a certain amount of symbolic weight. It is a representation of the difficulties and confinement that van Gogh experienced throughout his battles with his mental health. The asylum can be viewed as a metaphor for the human situation; the constraints and suffering that are inherent in existence, and the search for inner peace and spiritual transcendence in the midst of adversity, according to the iconological study.

The iconological study takes into account both van Gogh's interest in spirituality and his pursuit of philosophical ideas. Both of these aspects are important to the artist. It is possible to interpret the painting as a representation of his search for meaning, his yearning for transcendence, as well as his desire to find peace and connection via his art. This demonstrates his faith in the transformational capacity of the creative process as well as the ability of art to express more profound truths.

Discussion

The evolution of modern art was greatly influenced by the works of Vincent van Gogh. His innovative use of color, texture, and the emotive portrayal of the human condition set the stage for later creative movements like fauvism and expressionism. This makes it more likely that future generations will acknowledge his creative brilliance. Van Gogh used short, thick brushstrokes that are both lively and striking. The impression of spontaneity and movement in the strokes adds to the painting's dynamic and passionate appeal.

Finding and interpreting the artwork "The Garden of the Asylum" symbolic meaning is the main focus of the work. It requires understanding the subject matter as well as the customary or traditional connotations associated with the elements shown. As precondition, an accurate pre-iconographic description and a knowledge of the literary sources were necessary to realize that shape may relate to themes and concepts in addition to visual experiences (Hasenmueller, 1978). The natural beauty that surrounded Van Gogh was greatly appreciated, and flowers often held deep symbolic significance for him. For example, iris is often associated with spirituality and enlightenment, while poppies are associated with beauty, transience, and even death. The asylum's very existence has multiple meanings and implications. It is intended to convey van Gogh's feelings of both mental and physical captivity throughout his stay. Given this, one could view the garden as a safe haven—a peaceful, safe haven amid the difficulties of preserving one's mental health. It is intended to symbolize both the artist's desire for rest and recovery as well as his relationship to nature.

Panofsky suggests that the discipline of iconography, which entails a careful analysis of every sign in the text, may lead one to an understanding of it. There is more to "graphics" than just images. Rather, anecdotes, allusions, and metaphors are used to accomplish this. The fact that comparable shapes are represented in the field of painting is not surprising (Zimran, 2003). Van Gogh's pursuit of philosophical ideas and his interest in spirituality are both taken into consideration in the iconological research. For the artist, these two elements are crucial. One interpretation of the artwork could be that it symbolizes his quest for transcendence, purpose, and tranquility, as well as his hope to find these things through his art. This indicates his belief in the power of art to convey deeper truths and the transforming potential of the creative process.

Conclusion

In conclusion, by examining the iconography of "The Garden of The Asylum," it results in a deeper comprehension of the artwork's symbolism, as well as the aims of the artist, the historical context of the artwork, as well as the personal and cultural relevance of the artwork. It enables a more profound engagement with the painting's themes and messages, as well as a greater understanding for the depth of the painting's subject matter.

The painting depicts spirituality, human experience, and nature's transformation. The picture captures the essence of Renaissance and Post-Impressionist iconography without overtly following them. It expresses humanistic appreciation for nature, personal feelings, symbolism, and subjective expression. "The Garden of The Asylum" depicts the relationship between nature, spirituality, and humanity. Van Gogh painted it while in a hospital for mental. The reflection of his mental state and aesthetic choices in his painting needs further studies. Letters and writings written during this period may reveal van Gogh's personal experiences and how they shaped his work.

The results of this study are limited to the iconography of "The Garden of The Asylum," which does not represent the entire meaning of all van Gogh's paintings. The

application of the results of this research is as a reference for the creation of visual artworks that prioritize techniques in post impressionism in creating icons and meanings.

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Representation of Lebanese Women's Identity in *Capernaum* Film

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Abstract

The film *Capernaum*, directed by Nadine Labaki, offers a poignant portrayal of Lebanese women's identity and delves into the complexities of gender, culture, and society. The study aims to critically analyze the depiction of Lebanese women's identity through a qualitative study, examining cinematic elements, character identities, and narrative structure. The film's portrayal of female characters, Souad, Sahar, and Rahil, highlights societal expectations and cultural contexts that shape women's identities. These characters are shaped by societal expectations and cultural and social contexts, including gender-based violence and traditional gender roles. The study employs textual analysis to investigate the representation of Lebanese women's identity and patriarchal culture in the film. Moreover, the findings reveal that women's identity concepts in *Capernaum* are characterized by the need to meet beauty standards, dependency on men, obedience to men, and adherence to traditional gender roles. The film also portrays the struggles of women in patriarchal society, including feelings of powerlessness, insecurity, and low self-esteem. The study contributes to academic knowledge by providing a nuanced understanding of Lebanese women's identity and its representation in the film *Capernaum*, enriching the analysis of film studies, and offering insights into the societal expectations and cultural contexts that shape women's identities.

Keywords: film analysis, identity, representation, patriarchal culture

Introduction

Deciphering the narrative structure aids in revealing the intricacies of Lebanese women's identities in the movie. Employing a textual approach offers a methodical and comprehensive examination of the film's components, which is directly in line with the study goals. In order to address the representation of Lebanese women's identities in *Capernaum's* film, a constructionist approach is required. The film *Capernaum* explores the identities of Lebanese women in patriarchal cultures, and this domain of cinematic storytelling goes beyond simple amusement to serve as a bridge the main issue. This research goes beyond the screen to examine the inner workings of Asian civilizations by analyzing the complex lives of women who simultaneously create and consume cultural norms.

The portrayal of Lebanese women in the film *Capernaum* within patriarchal cultures and their identity. It aims to analyze how these women's identities are shaped by patriarchal

societies and feminist perspectives. The study aims to understand the struggles, aspirations, and resilience of Lebanese women and contribute to broader societal discussions. The present paper aims to strengthen the voices it represents in addition to analyzing the celluloid narrative. Through an analysis of the intricacies of Asian women's lives in patriarchal societies, this research seeks to pave the way for empowerment and stimulate scholarly conversation as well as social change. Furthermore, this thesis explores the experiences of Lebanese women in patriarchal cultures, focusing on their identity as women. It uses literature and film to raise awareness and propose solutions. The research is not just academic but also a catalyst for policy changes and social initiatives, highlighting the importance of intersectionality and societal transformation in understanding Asian women's experiences.

Stuart Hall (1997) emphasizes the importance of analyzing the representation of identity in films through various cinematic elements, such as setting, lighting, camera placement, sound, costume, make-up, point of view, and color. He also highlights the role of narrative structure in conveying meanings and understanding audience interpretation. Hall's constructionist approach also examines themes like gender, race, and ethnicity, as well as code categories like stereotypes or archetypes. In keeping with Hall's circuit, the quantity and positions of female characters in *Capernaum* provide a particular framework for comprehending Lebanese women's identities within the story by highlighting the influence of cultural representations on other perceptions. This viewpoint highlights the necessity of a nuanced analysis in the research to reveal the intricate layers of representation and dispel any preconceived notions, offering a fuller comprehension of the complexities of Lebanese women's identities in the film industry (Svold, 2014). This field of study examines how visual narratives in cinema contribute to the construction and reinforcement of gender norms. It involves analyzing how films both reflect and influence societal attitudes towards femininity. Researchers use theoretical frameworks like representation theory to critically evaluate cinematic texts and understand how they shape and reinforce gender norms (Yeseibo, 2018).

Olia and Sabbagh's research (2023) explores traditional gender roles in modern popular culture, specifically Manny Rodriguez's film *The Fluffy Movie*. Their study fills a gap in current research by focusing on Lebanese women in patriarchal cultures, methodologies, and cultural contexts, making each work unique and valuable. Behera's study (2015) on *Sex and the City* explores gender roles, female protagonists, agency, relationships, self-identity, and the intersectionality of race, class, and sexuality in patriarchal cultures.

Method

This study uses a qualitative approach to analyze the narrative and cinematic elements in the film *Capernaum* to understand how Lebanese women's identity is constructed through various visual and audio components. The elements examined include setting, costume, makeup, camera placement, point of view, lighting, color, and sound. The methods use the film *Capernaum* as the primary source, and the secondary source uses other previous studies and references on the internet. Moreover, qualitative methodologies are employed to examine the film's impact by analyzing a range of online materials, including articles, news pieces, and visual content. The choice of these resources is intended to draw connections between the film's narrative of patriarchal norms in society and adhering to the principles of qualitative research. This investigation emphasizes linguistic analysis over numerical data, aiming to comprehend the essence of the subject matter. The qualitative methodology probes into the attributes, representations, contextual backdrop, and varied viewpoints related to the subject at hand, as advocated by Bryman (2008). To examine the portrayal of Lebanese

women's identity and patriarchal culture in movies, this research employs textual analysis as a qualitative method. This approach entails a thorough scrutiny of textual content within films, encompassing subtitles, to identify recurring motifs, themes, and interrelations within each film and across various films, as outlined by Rajkumar (2023).

Findings and Discussion

Findings

The Capernaum film explores women's identities through cinematic elements, plots, and code categories. Stuart Hall's constructionist approach highlights the importance of considering these elements in analyzing the film's representation of female identity. This approach aligns with Bell Hooks' feminist perspective, which seeks to challenge power dynamics and reinforce patriarchal norms. Cinematic elements, such as setting, lighting, camera placement, sound, and color, are used to challenge stereotypes and convey characters' emotions. Cinematic techniques, such as framing, angle, camera movement, sound, and editing, are crucial in filmmaking, serving specific purposes and affecting the audience's perception and emotional responses.

According to Trihastutie (2023), film components serve as technical tools to give the audience a narrative, visual, and auditory experience. Point of view, lighting, color, sound, scenery, costume and makeup, and editing are some of these components. Each of these components is a rhetorical device used to indicate what is included in the frame (scene) and help express meaning in the program. This statement supports the researcher's study, which focuses on film techniques to construct the meaning of the film. For instance, while sound design can increase a scene's emotional effect, lighting design can establish a tone or ambiance. In film, editing plays an equally important role in structuring the narrative and developing a coherent plot.

The setting in this film is mostly Lebanon Immigration Detention. The Lebanon Immigration Detention (picture 1) shows a setting mostly full of women, including teenagers, pregnant women, older women, middle-aged women, etc. Also, the setting (picture 1) shows the expression of women: sad, stressful, fearful, lost, and looking like a living corpse. This could mean they got foul treatment and were not getting enough food. The choice of Lebanon Immigration Detention as the dominant setting allows the audience to empathize with Rahil, an Ethiopian woman who is a mother, and understand the difficulties she faces in being separated from her child if she is found to have one. The setting also serves to showcase the emotional and psychological struggles of women who have been living in Lebanon for a long time, highlighting their plight and the challenges they face in their daily lives. By choosing this setting, Nadine Labaki aims to raise awareness about the issues faced by immigrants, particularly women, in Lebanon and to evoke a sense of empathy and understanding among viewers.



Picture. 1 Capernaum
Lebanon Immigration Detention
(00:50)
Source: Netflix

After watching the film *Capernaum*, the researcher concludes that the film's characters wear casual costumes and natural make-up to give an image of their mood and personality. This choice is intentional on the part of the filmmakers to create a realistic and relatable portrayal of the characters, particularly Souad (picture 2), who is shown wearing a pink t-shirt and natural make-up. The casual dress code is meant to convey a sense of simplicity, relaxation, and comfort, indicating that the characters do not prioritize their appearance over their activities. In the case of Souad (picture 2), her casual attire and natural make-up are used to depict her as a housewife who is preoccupied with taking care of her many children without her husband's help. The tired and sad expression on her face further emphasizes her emotional state, suggesting that she is overwhelmed and stressed. The use of casual costumes and natural make-up helps to create a more authentic and relatable portrayal of the characters, allowing the audience to empathize with their struggles and understand their personalities better.



Picture. 2 Capernaum

Casual Outfit and natural make up
Source: Netflix

Capernaum is a film using the 3rd point of view, which mostly uses medium-long shots. The medium-long shot (picture 3) shows Souad's gesture and facial expression, which can be assumed to be infuriated. The medium-long shot also shows the object's formal character interactions with other characters in one frame. A hip-level shot is used to show the actions of the characters in the frame, and you can clearly see the reactions given by the other characters surrounding the formal object character, namely Souad. In general, the researcher concludes that Souad's identity as a woman can be seen in Picture 3, where the data shows the reaction of the male character, which is Souad's husband, when there was a flood in their house. Only Souad cleaned the house with the help of their children. Meanwhile, the presence of Souad's husband, Selim, just sat cross-legged casually and smoked his cigarette without helping at all. From this statement, it can be concluded that there are different roles between women and men. Men are symbolized as alphas who dominate and regulate the environment, while women live to take care of and obey the alpha.



Picture. 3 Capernaum
Medium Long Shot
Camera Range: Wide Shot
Camera Angle: Hip Level Shot
Camera Point of View: Over-the-hip shot
(12:59)
Source: Netflix

Capernaum is a film using the 3rd point of view, which usually allows the audience to see the action unfold without being limited to the thoughts or feelings of a single character. Capernaum is classified as a third-person omniscient point of view since it presents multiple characters' points of view. The film used the third point of view because the filmmaker intended to make the audience feel the emotions conveyed by the character and become involved in the character's life or become the character presented in the film. Regarding his younger sister Sahar's impending forced marriage when she is still underage, Zain's perspective is depicted in picture 4. "I would bet my arm that you are trading these chickens for Sahar, Zain even remarked. This exchange demonstrates Zain's belief that a woman may

be purchased and sold for anything, including livestock or chickens. In addition, picture 4 shows the identity of Lebanese women who have married men who will be made into servants or women who have no rights to their own lives.



Picture. 4 Capernaum
Third Person Point of View
(23:40)
Source: Netflix

Picture 5 uses key lighting to highlight the character's face, creating a visually engaging scene that captures the audience's attention and enhances the storytelling experience. The key light's color, strength, and angle significantly impact the atmosphere and tone of the scene. Mastering key lighting techniques is crucial for crafting visually engaging scenes that capture the audience's attention and enhance the storytelling experience. Proper lighting positioning in theater productions and concerts can direct the audience's attention to specific focal points, creating an immersive experience. The lighting and recording position in Picture 5 depicts Rahil as a burdened female figure in Lebanon, highlighting her depressed, weary, and sorrowful face



Picture. 5 Capernaum
Key Lightning

(56:24)
Source: Netflix

Cinematic colors are used in film and video production to create visually appealing and emotionally engaging visual experiences. They are carefully selected and manipulated through color grading to enhance mood, atmosphere, and emotional impact. In picture 6, the filmmaker uses teal and orange colors to create a cinematic look, enhancing shadows and highlights. This color combination is particularly effective in scenes aiming for drama or tension. In Figure 6, the director provides coloring in a cinematic view, focusing on Rahil, an independent woman raising her child alone, and his family, Yonas and Zain.





Picture. 6 Capernaum
Teal and Orange Color
(59:55)
Source: Netflix




Sound in cinematic elements, including dialogue, music, and sound effects, significantly impacts the viewer's experience and emotional resonance. Dialogue conveys character development and plot progression, while music underscores mood and pacing. Sound effects add texture and realism, heightening tension or providing context to on-screen events. The Capernaum film's music, produced by Khaled Mouzanar, evokes sorrow, apprehension, and resilience in the face of adversity. Background noises, such as crying women in jail, evoke despair, vulnerability, and anguish. Background sound sets the mood, contributes to realism, and serves a narrative function, reinforcing themes and character development. The music in Capernaum primarily describes the emotional treatment of female characters.

In conclusion, Capernaum masterfully employs scenes and cinematic elements to convey the struggle that happened to Lebanese women. The use of cinematic techniques, such as detailed settings and unflinching portrayals of hardship, immerses the audience in the world of the characters, making their struggles palpable and relatable. The cinematic elements, which often employ a matter-of-fact tone, add to the sense of realism, while the performances of the actresses like Souad, Rahil, and Sahar bring depth and emotion to the story. Through its cinematic language, Capernaum not only presents a commentary on societal issues but also offers a nuanced exploration of the female experience, highlighting the importance of understanding and connection in the face of adversity.

The film *Capernaum* features significant female characters who play crucial roles in shaping the narrative and exploring themes of feminism, identity, and gender. Rahil, an Ethiopian migrant worker, provides shelter and care to Zain, highlighting the struggles faced by undocumented immigrants. Sahar, Zain's sister, is a victim of child marriage, emphasizing the devastating consequences of this practice. Souad, Zain's mother, is portrayed as a woman overwhelmed by poverty and the demands of caring for many children, exploring themes of maternal failure and resilience. The film's narrative is woven together by the struggles and identities of these female characters, which are skillfully captured through cinematography and direction. The film's immersive perspective and use of handheld camera work and close-up shots allow audiences to empathize with the characters' journey on a visceral level, inviting empathy and introspection about the themes of resilience, dignity, and the quest for a better life.

To present the findings of the salient ideas and code categories from the scenes, this study adapted the table model from Trihastutie (2023). The table will show the salient ideas and code categories in the *Capernaum* film.

Scenes Correspond to Women Identity)	Description	Salient Ideas Correspond to Women Identity	Code Categories
 <i>Capernaum</i> (12:59) Source: Netflix	In this scene, the house was flooding, and Souad, the representative of women in the film, was busy cleaning and taking care of the children. She was overwhelmed with chores, but her husband was doing nothing to help. Instead, he was relaxing in a chair, smoking, and not lifting a finger to assist her. This stark contrast between Souad's hard work and her husband's lack of effort highlighted the gender imbalance and the unfair distribution of responsibilities in their household.	Women's work categorized as a child bearer, taking care of the children, helping and take care their husband, cleaning the house, etc.	Sexist Exploitation
 <i>Capernaum</i> (29:44) Source: Netflix	The scene is very intense because the female character, Sahar, is subjected to physical violence during an argument with her parents. She is forced to marry someone she does not want to. This scene highlights the gender discrimination and domination of one gender.	Women does not have power, control, or authority to make her own life decision.	Oppression

 <p><i>Capernaum</i> (24:50) Source: Netflix</p>	<p>Sahar is having a meeting to discussed her wedding with their parents in this moment. Sahar only fourteen years old, she applied full makeup like an adult to impress her future husband, who was an adult. This scene demonstrated how women live up to the stereotype that women should be attractive, which is set by men.</p>	<p>Women are expected to conform to societal beauty standards, prioritizing their physical appearance over their personal identity and autonomy.</p>	<p>Sexism</p>
 <p><i>Capernaum</i> (23:40) Source: Netflix</p>	<p>In this scene, Sahar was given other items that were part of the marriage contract in exchange for a chicken. This scene may indicate that women had no worth at all because the patriarchal culture treated them like commodities to be bought and sold.</p>	<p>Women is worthless and represent as commodities.</p>	<p>Sexist Exploitation</p>
 <p><i>Capernaum</i> (31:46) Source: Netflix</p>	<p>In this scene, the father of Sahar defends himself in response to a question about why he forced her daughter to marry an adult man while she was still a child. "I thought marry her off at least she'll have a bed," the father replied. According to Sahar's father, women cannot exist or endure without men.</p>	<p>Women categorized as inferior than men</p>	<p>Sexism</p>

 <p><i>Capernaum</i> (51:40) Source: Netflix</p>	<p>In this scene, Rahil expressed her concerns about the regulations aimed at addressing the issue of illegal immigrant women who had children. She felt that these regulations created a sense of fear, worry, and pressure, as she believed there was no adequate protection for illegal immigrant women.</p>	<p>Women feel unsafe.</p>	<p>Oppression</p>
 <p><i>Capernaum</i> (53:49) Source: Netflix</p>	<p>From this scene, the man mentioned that Rahil was fighting as a single mother and her children should have whole parents. Rahil is a representation of a single mother who is viewed as a failed mother by society or patriarchal culture.</p>	<p>Divorced women labeled as failure mother or wife.</p>	<p>Sexism</p>
 <p><i>Capernaum</i> (58:00) Source: Netflix</p>	<p>In this scenario, Rahil met with baby's father to asked help but the man refused the request and asked her to leave immediately. Rahil only able to obey the man because she just a woman.</p>	<p>Women must obey the man.</p>	<p>Sexist exploitation</p>
 <p><i>Capernaum</i> (1:07:06) Source: Netflix</p>	<p>In this scene, the girl's strategy for selling goods involves offering prayers that focus on men, such as wishing single women to find a "good man" and married women for their husbands to be "healthy and rich." This approach highlights the societal emphasis on men and their well-being, which can be seen as a reflection of patriarchal culture.</p>	<p>Women are secondary than men while men are prioritized and highlighted than women</p>	<p>Sexism</p>


 <p><i>Capernaum</i> (1:49:44) Source: Netflix</p>	In this scene, Souad as Sahar’s mother announced her pregnant to Zain with a context replace her girl who died because of adolescent pregnancy. The girl’s soul did not mean anything to the family that live in principle of patriarchy.	Women undervalued.	are	Sexism
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Table 1. Salient Idea and Code Category in *Capernaum*

The above table illustrates how feminist viewpoints are present throughout the entire *Capernaum* movie, from start to finish. Three forms of feminist perspectives exist: sexism, sexist exploitation, and oppression. Five acts of sexism, two sexist acts of exploitation, and oppression that were depicted in the movie scene were identified from the above table. According to Hooks (2000), sexism is prevalent in *Capernaum* films and manifests itself in the form of gender-based violence, discrimination, and stereotypes. Moreover, the impact of sexism on the identities of female characters such as Souad, Sahar, and Rahil is demonstrated.

Capernaum is a feminist film set in Lebanon, where sexism, exploitation, and oppression are deeply ingrained. The film follows three female characters, Sahar, Souad, and Rahil, who challenge patriarchal society's sexism, sexist exploitation, and obsession. The film explores the challenges women face in society, urging viewers to recognize and challenge gender discrimination. Lebanon's patriarchal culture emphasizes physical appearance and objectification, limiting women's opportunities and potential. The film portrays female characters shaped by social expectations and cultural context, highlighting the systemic issues that hinder women's progress.

Discussion

Women's identity is a complex concept influenced by societal expectations and feminist perspectives. Bastari (2023) suggests that women's attitudes towards gender group membership are shaped by two largely orthogonal dimensions: identification with women and identification with feminists. Hall (1997) emphasizes that identity is constructed through representation, with subjects representing something in a larger context and objects representing objects. The *Capernaum* film, from a feminist perspective, represents three female characters, highlighting their experiences and perspectives. Hooks (2000) advocates for a more inclusive and intersectional approach to women's identity, acknowledging the interlocking webs of oppression and the need to address multiple forms of discrimination simultaneously. The research shows that female characters in *Capernaum*, such as Sahar, Souad, and Rahil, face discrimination, stereotypes, and patriarchal power, which contribute to their struggles. This research aims to create a more comprehensive and effective movement for women's liberation.

Conclusion

The film *Capernaum* delves into the construction of women's identities, focusing on characters like Souad, Sahar, and Rahil. Through various cinematic elements, prominent female figures, and narrative structures, the movie presents a gendered and feminist perspective. It sheds light on societal norms and cultural contexts shaping women's sense of self, exploring themes like self-doubt, anxiety, vulnerability, and despair. Ultimately, the characters of Souad, Sahar, and Rahil embody the impact of societal expectations, cultural norms, and gender-related challenges such as violence and traditional roles.

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Words Come Alive: Benefits and Barriers of the Reading Aloud Strategy to Young Readers

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Abstract

This study examines the benefits and barriers of implementing the Reading Aloud strategy for young readers, particularly at the elementary school level. Through a theoretical research approach, we analyze recent literature and studies from 2019-2023 to provide a comprehensive understanding of how this strategy shapes early literacy development. The research highlights the multifaceted benefits of Reading Aloud, including enhanced vocabulary acquisition, improved comprehension skills, increased fluency and prosody, and the fostering of critical thinking abilities. These advantages are grounded in established educational theories such as Vygotsky's Zone of Proximal Development and Bandura's Social Learning Theory. However, the study also identifies several barriers to effective implementation, including time constraints, the need for proper training, and the challenge of selecting appropriate reading materials. The paper discusses strategies to overcome these obstacles and explores the potential of integrating modern technologies to enhance this fundamental literacy practice. By synthesizing current research and analyzing emerging trends, this study offers valuable insights for educators, parents, and policymakers striving to nurture a new generation of literate and engaged readers. The findings underscore the continued relevance and effectiveness of the Reading Aloud strategy in contemporary educational settings, supporting its implementation as a versatile tool for literacy instruction across various learning environments.

Keywords: Educational strategies, elementary education, literacy development, reading aloud, young readers.

Introduction

Literacy is a term to describe the abilities and skills that a person has to understand, process, and use the information provided for various circumstances (Hartati, 2017). Through the Ministry of Education, Culture, Research, and Technology, the Indonesian government is promoting various programs related to students' literacy skills in the world of education. This is based on the low literacy score of students in the reading category. This score is obtained from research in the Progress International Reading Literacy Study (PIRLS), which still shows that the ability of Indonesian students to understand reading is below the international average. Faizah et al., (2018).

According to the Ministry of Education and Culture (2017), literacy is defined in four things, namely: 1) the ability to read, write, count, and speak, as well as the ability to find information and use it; 2) social activities in their application are affected by various conditions; 3) learning activities in which there are reading, writing, counting activities used to think, investigate, ask, and critique all things that have been learned; and 4) the use of readings that vary in terms of subject, flow, and level of language complexity. Basic literacy is closely related to the ability of students to use their literacy skills in everyday life (Wiratsiwi, 2020). In this case, the most crucial focus on literacy skills before going further into discussing other definitions of literacy is reading skills.

The ability to read is essential for student literacy in education because it is fundamental for students to process, understand, and use the information they get in everyday life. This aligns with the literacy program driven by the Indonesian government, commonly called the National Literacy Movement (GLN). The general objective of GLN is to foster a culture of literacy in the educational ecosystem, starting from families, schools, and communities in the context of lifelong learning to improve the quality of life (Atzamaki et al., 2017).

Five critical points are the focus of the Indonesian government, in this case, the Ministry of Education, Culture, Research and Technology, in formulating the National Literacy Movement. According to Faizah et al. (2018), the five main focuses in the movement are; 1) Reading 15 minutes before the lesson starts; Reading aloud, Reading silently, 2) Organizing literacy-rich facilities and environments; Elementary et al., 3) Creating a text-rich environment, 4) Choosing reading books in elementary school, and 5) Public Engagement. In comparison, the activities go through 3 stages: habituation, development, and learning.

Based on the statement above, the first point in GLN is the habit of reading 15 minutes before the lesson starts. The reading activity is divided into two categories: reading aloud and silently. This aligns with Lestari (2018), which conducted research with a reading-aloud strategy. He explained that the reading-aloud strategy can improve children's reading skills. This is also explained by Ernalis et al. (2015), saying that the reading-aloud strategy can develop children's reading ability early and reading comprehension.

Reading Aloud is an activity that can be a tool for teachers, students, and readers together with other people or listeners/listeners to know/capture/understand the author's information, thoughts, or feelings. In line with this, the strategy of reading aloud is the activity of reading by voicing the writing read through the proper oral and intonation, with the aim that the listener and reader can understand the information conveyed by the reader (Kundharu et al., 2012). Hanh (2002) explained that reading aloud is the right time to help students become good readers.

Reading Aloud is an activity carried out to develop reading and listening skills. By reading aloud, students will know the mistakes made by friends who read because they pay attention to the text read (Resmini & Juanda, 2007). Reading aloud is the most important

activity to build the knowledge needed for children to read successfully. Reading aloud is one of the cheapest, most straightforward, and oldest teaching tools, promoted as a better teaching tool than anything in the home or classroom (Trelease, 2017).

In the realm of early literacy development, the reading-aloud strategy has long been recognized as a powerful tool for fostering language skills, comprehension, and a love for literature among young readers. This strategy, which involves an adult reading text aloud to children, has been the subject of extensive research and continues to be a cornerstone of early childhood education (Lennox, 2013). As we delve into the digital age, where screens and interactive media compete for children's attention, the relevance and efficacy of reading aloud remain topics of significant interest and debate in educational circles. The benefits of reading aloud to young children are multifaceted and well-documented. Studies have shown that this practice not only enhances vocabulary acquisition and listening comprehension but also contributes to the development of print awareness, phonological awareness, and overall literacy skills (Zucker et al., 2013). Moreover, the shared experience of reading aloud creates a nurturing environment that can foster emotional bonds and instill a lifelong passion for reading (Fettig et al., 2018).

However, despite its recognized advantages, the implementation of regular reading-aloud sessions faces various challenges in both home and school environments. Time constraints, competing priorities, and the allure of digital entertainment often impede consistent practice (Merga & Ledger, 2018). Additionally, socioeconomic factors, language barriers, and limited access to quality reading materials can create disparities in children's exposure to this beneficial activity (Gilkerson et al., 2017).

Recent research has also explored innovative strategies for reading aloud, including the use of technology to enhance the experience. Digital storytelling and interactive e-books have emerged as potential complements to traditional read-aloud sessions, offering new dimensions to engage young readers (Christ et al., 2019). However, these technological advancements also raise questions about their impact on the social and interactive aspects of reading aloud which are crucial for young children's development.

Based on the facts described above, this conceptual research was conducted to dissect and find new facts related to using the Reading Aloud strategy in one of the student's literacy skills, namely reading. It was also to critically examine the benefits and barriers of the reading-aloud strategy for young readers in the contemporary context. By synthesizing recent research and analyzing current trends, we seek to provide a comprehensive understanding of how this time-honored practice continues to shape early literacy development. Furthermore, we will explore strategies to overcome the challenges associated with implementing reading-aloud activities and discuss the potential of integrating modern technologies to enhance this fundamental literacy practice. This paper discusses previous research in improving reading literacy in elementary school students. According to Aswat & Nurmaya (2019), reading habits are essential and fundamental and must be developed early to improve the quality of education delivery.

As educators, parents, and policymakers strive to nurture a new generation of literate and engaged readers, understanding the nuanced landscape of reading aloud becomes increasingly crucial. This research endeavors to contribute to this understanding, offering insights that can inform practices and policies aimed at maximizing the benefits of reading aloud while addressing the barriers that hinder its widespread and effective implementation.

Method

This study employed a theoretical research approach, which involves the development and application of theoretical frameworks to understand and explain the benefits and barriers of the reading-aloud strategy for young readers. Theoretical research is defined as a collection of related statements or propositions that attempt to describe, explain, or predict a particular aspect of experience (Thyer, 2013). In this context, the study built predictions based on theoretical conceptualization, drawing from established educational theories such as the importance of oral English improvement, the role of pronunciation practice, and the enhancement of deeper understanding through sensory engagement. By grounding the research in these theoretical frameworks, the study aimed to provide a comprehensive understanding of how reading aloud can be effectively integrated into educational settings to enhance young readers' skills and enjoyment of reading.

Findings and Discussion

The implementation of the Reading Aloud strategy offers multifaceted benefits, grounded in robust theoretical frameworks such as Vygotsky's Zone of Proximal Development and Bandura's Social Learning Theory. Recent studies have demonstrated its efficacy across various domains of literacy development. For instance, Suggate and Lenhard (2022) found that interactive read-alouds significantly enhance vocabulary acquisition, particularly for children from diverse linguistic backgrounds. In terms of comprehension, a meta-analysis by Swanson et al. (2021) revealed that structured read-aloud, when combined with explicit strategy instruction, leads to substantial gains in reading comprehension skills. The strategy's impact on fluency and prosody has been reaffirmed by Young et al. (2020), who observed improvements in reading rate and expression following consistent read-aloud practices. Moreover, Lennox and Westerveld (2021) highlighted the motivational aspects of read-aloud, noting increased engagement and positive attitudes towards reading among participants. The potential of read-aloud in fostering critical thinking and analytical skills has been explored by Hoffman and Roser (2023), who found that dialogic reading practices during read-aloud stimulate higher-order thinking. Additionally, Alismail (2019) emphasized the role of diverse read-aloud in promoting cultural awareness and empathy, contributing to more inclusive learning environments.

These recent findings underscore the continued relevance and effectiveness of the Reading Aloud strategy in contemporary educational settings, supporting its implementation as a versatile tool for literacy instruction. This paper has conducted an analysis based on previous research to find the benefits and barriers of implementing the Reading Aloud strategy to improve elementary school students' literacy. The analysis is divided into two parts, namely:

Benefits of Implementation Reading Aloud Strategy

In its application, the Reading Aloud Strategy can solve several problems in improving young readers' reading ability because this strategy is easier to apply to students from an early age. Tarigan (2008) and Young et.al. (2020) explained that several skills are required in reading aloud in elementary students. Those points are explained below:

1. Read clearly
In the read-aloud activity, students are expected to read clearly so that the listener can understand the meaning/intent of the reading.

2. Read with full expression and feeling
Reading should be done with feeling and expression. This is so that the listener can understand the meaning of the text. For example, a loud reader is reading a sad story, so the reader must be able to express the story with a sad expression, intonation, phase, etc.
3. Read without being fluent
In read-aloud, students are expected to be able to read fluently so that the listener/listener can understand the reading.

Other skills needed in reading aloud activities are 1) using the right speech, 2) using the correct phrases, 3) using natural intonation of voice, 4) in a good attitude position, 5) mastering punctuation, 6) reading clearly, and 7) reading with full expression, 8) reading without stammering, 9) understanding and understanding the reading material he reads, 10) speed on the reading material he reads, 11) reading with confidence (Dalman, 2014)

Barriers to Implementation Reading Aloud Strategy

Besides the benefits of this analysis, the authors also found some barriers to implementing this strategy towards students' literacy. According to Rahim (2011) and Swanson et al. (2021), several things need to be considered in the use of the strategy of reading aloud:

1. Listening is a skill that has benefits and needs to be taught
It is intended that in addition to teaching using the reading-aloud strategy, teachers in schools must also pay attention to students' ability to listen because this strategy requires good listening skills. Suppose students do not get teaching listening skills or listening activities when this strategy is applied and is disrupted. In that case, the Reading Aloud strategy results will not be optimal.
2. The length of the readings should vary
At this point, it can be said that teachers must choose readings that vary in the number of words and themes so that learning using the reading-aloud strategy is not dull.
3. Teachers or parents should be able to make sure children can see pictures clearly when reading aloud picture books
In its application, teachers or parents can use the help of picture books and must ensure that the picture is visible to students or children being read aloud.
4. Teachers or parents can stop reading aloud in stressful parts
In reading aloud, teachers or parents must revise or change stories or even stop reading when they encounter parts of the reading that are stressful or inappropriate to hear students. In this case, teachers must be more selective when searching and reading materials.

5. Do reading aloud with the proper expression
At this stage, teachers must use appropriate expressions and intonation in applying the Reading Aloud strategy so that students can interpret the meaning of the reading read-aloud and stimulate analytical and critical thinking skills in early childhood.
6. The teacher or parent should review the reading first before reading the reading to the child.
Teachers and parents must be selective and able to understand reading first before being applied or read aloud to students.

The things above illustrate the situation that may be encountered in implementing the Reading Aloud Strategy in improving the reading literacy skills of early childhood students, including elementary school-age students. The points presented are based on the results of the listed research related to this strategy. Maybe in its application, there will be many more benefits and barriers if the point is appropriately developed.

Conclusion

Based on the explanation above, it can be concluded that the Reading Aloud strategy effectively enhances students' literacy, particularly at the young reader level. This strategy captivates students' attention by focusing on auditory elements, as it employs various prosodic features such as intonation, punctuation, and pauses, which are crucial for effective reading. Teachers and parents must be mindful of these aspects when implementing this strategy. The effectiveness of the Reading Aloud strategy extends beyond the classroom, making it a versatile tool for literacy development. The strategy's applicability is not confined to school settings; parents can effectively utilize it at home, supporting the broader national literacy movement. By implementing this strategy across various fronts – in schools, homes, and community settings – the government's initiatives for promoting national literacy can be more comprehensively and effectively realized, fostering a culture of reading and learning that extends well beyond formal educational environments.

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The Effect of Jigsaw Cooperative Learning Models with Assisted Augmented Reality (AR) on Mathematics Understanding Concept Ability

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Abstract

The objective of this study was to know if there is an effect of augmented reality (AR)-supported cooperative learning jigsaw on students' ability to understand concepts. Quantitative design with a single post-test was the method used in this study. The study tool is a descriptive test with 5-item questions and 2-item questions for each indicator. The tool was validated by expert instructors and expert teachers after the tool was validated and then tested on 81 students. Testing this device using a Rasch model, Cronbach's Alpha (KR-20) with score is 0.77. After the instrument is declared valid and reliable, it is further tested in the experimental class and the control class. Based on data analysis using Cohen's d, The Cohens test showed a significant effect of AR-assisted jigsaw learning on the ability to understand concepts with $d = 1.28$ meaning very high ($ES > 1.2$). It can be concluded that with AR-supported jigsaw learning, the ability to understand concepts has increased significantly compared to conventional learning.

Keywords: augmented reality, jigsaw, mathematical understanding concept

Introduction

The ability to understand mathematics is, among other things, mathematical knowledge that should be obtained by demonstrating an understanding of learned mathematical concepts, explaining the relationship between the content and using practical or algorithmic techniques to be accurate, efficient and precise solve problems (Komarudin et al., 2021). According to the Decree No. 21 of the ability to understand math is a skill that students must accept, Ministry of Education and Culture 2016. Indeed, students who better understand mathematical concepts are more likely to mathematics understanding concept ability (MUCA) (Mendikbud, 2016). The skill of conceptual understanding requires students to apply their knowledge to explain concepts that are easier to understand and apply (Fajar et al., 2019).

According to the PISA 2018 Results (Volume II), in 2018, MUCA skills of Indonesian students were ranked 73rd out of 79 countries included in this study. A recent study by (Fajar et al., 2019; Suryadi et al., 2021) shows that several factors influence students' lack of understanding of conceptual skills, including lack of motivation to learn, materialism, lack of understanding and failure to apply them appropriately learning methods. Then, some students simply attempt to memorize formulas and do not know how to effectively study. To make students effective in learning, an innovative learning model such as the jigsaw cooperative type is needed (Cochon Drouet, 2023).

Jigsaw is a form of collaborative learning in which several group members are responsible for mastering a particular portion of the learning material and can teach that portion to other members of the group (Walker & Crogan, 1998). This learning style breaks down the knowledge of a book or chapter into smaller, more manageable chunks (Garcia. et

al., 2017). According to (Subiyantari & Muslim, 2019) the advantages of the jigsaw learning model include the fact that students can rely on expert and original groups to achieve success in learning. In another opinion, the jigsaw method is one of the techniques that can be used in collaborative learning to help students work together and promote collaboration by eliminating competition within the class (Karacop, 2017). The utilization of technology in learning can aid in resolving learning problems, in addition to instructional models that enhance the understanding of concepts.

As technology advances, exciting learning reduces anxiety while increasing user motivation and learning success, thanks to the very rapid technological advancements in Augmented reality (AR) technology provides an exciting visual experience and visualization of concepts and abstract environments that can be created. AR combines the virtual and real worlds, including the entire experience in which virtual reality is simulated, adding virtual objects such as images, holograms, and video clips to the seem real (Chen, 2019; Hsiao et al., 2016). Student's ability to understand mathematical concepts can be improved and demonstrated in research using AR technology (Chen, 2019). The study conducted by (Del Cerro Velázquez & Méndez, 2021) found that the utilization of AR can enhance students' ability to understand concepts mathematics.

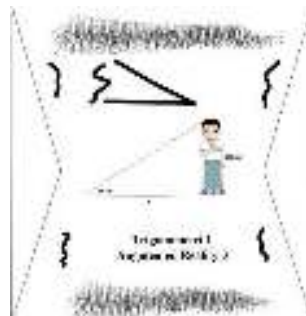


Figure 1. Augmented Reality

Relevant studies related to this research include first, (Yulianti, 2019) A study discussing MUCA, where the application of a real mathematical approach has a positive effect on students MUCA. Secondly, this study (Wahyuni & Rahmiati, 2022) examined Jigsaw cooperative learning models revealed that the math learning outcomes of students using the Jigsaw collaborative learning increased significantly compared to those using conventional models. Third (Heryekti, 2021) The Jigsaw cooperative model study found that using the Jigsaw cooperative learning method improved students' average post-test scores compared to pre-test scores before using the Jigsaw method.. Finally, a study (Oktaviani et al., 2020) know the effect of AR and found that the use of AR can improve student understanding, as evidenced by improved learning in testing after using augmented reality media.

Based on previous research, there is still limited research that has utilized AR in the jigsaw model to MUCA. The novelty of this study is the utilization of AR media in mathematics learning using the cooperative learning technique, jigsaw. The purpose of this research to delve the effect of the AR-assisted jigsaw cooperative models on students MUCA.

Method (Times New Roman, 13, Bold)

A one-group posttest-only design was the research methodology used in this study for carry out study and conclude the research (post-test) (Arikunto, 2015). In this research design, two randomly selected sample classes were used, namely the experimental and control classes. Both classes were given treatment, and at the end, a posttest was

administered to measure the students' MUCA. During the treatment phase, the AR-assisted jigsaw cooperative learning model will be used in the experimental class, while the conventional model used by the school's teacher will be applied in the control class.

Table 1. Design Research.

Group	Treatment	Post-test
Experiment	X_j	O_1
Control		O_2

Explanation:

X_j : the use of cooperative learning model with jigsaw technique

O_1 : post-test given to the experimental group after treatment.

O_2 : post-test given to the control group after treatment.

Table 1 show this study uses a random class selection technique based on existing classes in the population. The cluster random sampling technique randomly selected 8 classes, and 2 classes were selected randomly, which resulted in class X-4 as the experimental class and class X-8 as the control class. In this study, a test consisting of 5 items was used as an instrument to assess students' MUCA and trigonometry. There are two validators for validating this tool: a math educator and a math teacher.

Perform device validation after the device has been declared viable by a validator. Analyze study validity using the Rasch model method. Validity and reliability tests were conducted using the Winsteps software. In the validity test, the researcher examined the values of MNSQ, ZSTD, and Pt Mean Corr. to validate the instrument's MUCA with trigonometry materials. The research instrument consisted of 5 indicators, with 2 items for each indicator. The validation test was conducted on 81 students. The results of the validity test are deserved in the following table.

Table 2. The results of validity and reliability test.

Item	Outfit MNSQ ($0.5 < x < 1.5$)	Outfit ZSTD ($-2.0 < x < +2.0$)	PTMEA-CORR ($0.4 < x < 0.85$)
1	0.77	-1.4	0.78
2	0.88	-0.2	0.54
3	0.80	-1.2	0.78
4	1.28	1.6	0.70
5	1.03	0.3	0.75
(KR-20)		0.77	
Item		0.98	
Person		0.77	

Table 2 shows that all 5 items meet the criteria. To be considered valid, an item must meet at least 2 criteria (Puspitaningrum et al., 2021). This indicates that the 5 items that have met the recommended criteria have good quality. Once the instrument shows valid results, the next step is to test its reliability. The results from table 2 show that the instrument used to measure the MUCA with trigonometry material is considered reliable. Cronbach's Alpha (KR-20), Item and Person Reliability, and Item and Person Separation are used to assessing the reliability test, where the test instrument can be said reliable if the KR-20 value is $> 0,70$ (Barbera et al., 2021; Faradillah & Febriani, 2021). Therefore, the results of the validity and reliability tests, this instrument is deemed valid and can be used for research purposes.

The data analysis of the posttest results for mathematical concept comprehension in this research involves descriptive analysis, while inferential statistical analysis refers to statistical methods used to draw conclusions. T-test is used in inferential statistical analysis to determine the influence of collaborative learning model with the help of Augmented Reality on the mathematical concept comprehension ability.

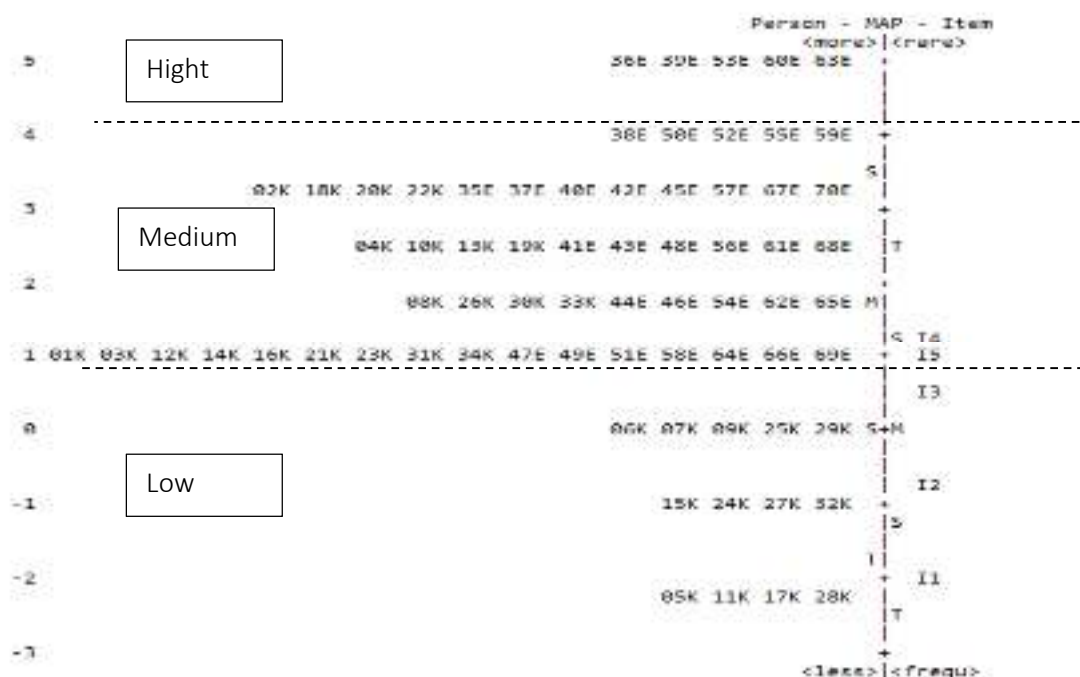


Figure 2. The result of wright maps

Figure 2 shows the classification of mathematics understanding concept ability levels, with the students' identification numbers, gender, and class codes. The degree of difficulty of each item is displayed in the right column. The Wright map is divided into two halves, left and right. The left part which means the location of each skill, and the right part shows the degree of difficulty of the item. Upper right for high-difficulty items, lower right for low-difficulty items (Hikmah et al., 2021). The percentage of mathematics understanding concept ability levels, categorized as high, medium, and low level of MUCA is presented in Table.

Table 3. The wright maps result category.

Category	Percentage
High	7%
Medium	74%
Low	19%

Findings and Discussion

The normality test examines the data to see if the residuals are normally distributed (Doddy et al., 2018). In this study, Kolmogorov-Smirnov tests were performed for the normality tests can be seen in the table below.

Table 4. The normality and homogeneity test results.

		Statistic	df	Sig.
Result Post-test	Post-test control	.141	35	.077
	Post-test experiment	.136	35	.097
	Based on Mean			.797

Data is normally distributed if the value is Asym. Sig. $> 0,05$ (Sugiarti et al., 2020). Using the Kolmogorov-Smirnov normality test, the data showed were normally distributed, with post-test scores of 0.77 and 0.97 for the control and experimental classes, with a significance value of >0.5 . After confirming the normal distribution of the data, the next step is to perform the homogeneity test of the study. To determine whether the variance between two groups of data is equal or wider, use a homogeneity test (Setyawan, 2020). To determine if the data is homogenous or heterogeneous, we need to look at the based on mean section of the table. If the Asym. Sig. is >0.5 , then the data is homogenous, while if it's <0.5 , the data is heterogeneous (Gao et al., 2017). Looking at Table 8, the based on mean section has a significance value (sig.) of 0.797, which is >0.5 , indicating that the research data is homogenous.

Next, a t-test is conducted, where the requirements for the test are that the data should be normal distribution and homogenous. Based on the previous test results that confirmed the data is normal distribution and homogenous, a t-test can be performed. The decision for the t-test is if Asym. Sig. (two-tailed) < 0.05 , there is quite a difference between the learning outcomes of the A and B classes and vice versa (Dehghanzadeh & Jafaraghaee, 2018). The value for the experimental class and control class is 0.00 and 0.00, both < 0.05 , It shows that is a significant difference between the learning output of the experimental class and the control class.

Table 5. The result Cohen's d

	class	N	Mean	Std. Deviation	d (Cohen's)
Result Post-test	Post-test control	35	65.29	9.467	2.14
	Post-test experiment	35	76.81	8.484	

Table 5 displays the results of Cohen's d and the results obtained are $d = 1.28$, indicating that the effect of the cooperative jigsaw model with AR on mathematics understanding of conceptual skills was classified as very large ($ES > 1.2$) (Hanif Batubara et al., 2022). The average score of experiment class is higher than that of control class with a value of $76.81 > 65.29$. This shows that the research hypothesis H_1 accepted, H_0 rejected, which means that the cooperative jigsaw model with the help of AR has a significant effect on mathematics comprehension ability with a mean difference of 11.42.

The implementation of jigsaw cooperative learning is expected to enable students to develop analytical, creative, logical, and systematic thinking skills in identifying alternatives to solving problems. Several stages in the jigsaw model can improve students' ability to understand mathematical concepts (Sukarmini et al., 2016). First, students are divided into several heterogeneous groups consisting of 5-6 students. Each group has a group leader who is selected from the most competent students in the group.

Furthermore, the subject matter is divided into several subtopics. Each student in the group takes one subtopic that becomes their task. If other groups have students with the same

topic, they join an expert team, also known as an expert team. In an expert team, students discuss the problem they are working on and write down the main points. At the end of the discussion, the expert group returns to their original group to share and present the results of the discussion (Mudijono & Azis, 2022).

Therefore, the conclusion of this research finding is that the Jigsaw learning model is an educational approach where students are actively involved and has a positive impact on improving students' ability to understand mathematical concepts. Based on the results of the study, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that it is proven that learning using the Jigsaw model has a significant impact on students' ability to understand mathematical concepts. In line with (Anitra, 2021) who stated that there is an influence in using the jigsaw learning model in schools. In addition, (Purwanti et al., 2016) where the results of the study showed an influence in jigsaw type cooperative learning on the ability to understand mathematical concepts.

Conclusion

The outcome of a investigation on the effect of a Jigsaw collaborative learning model supported by augmented reality on conceptual comprehension of students in Class X of SMA Negeri 90 Jakarta for the 2022/2023 academic year showed that the trigonometry score of experiment class 76.81 points was higher than that of the control class better than 65.29 points. Based on the data analysis with Cohen's d, the value of Cohen's d is obtained $d = 1.28$, indicating that the effect of the AR-supported jigsaw model on the MUCA is believed to be large ($ES > 1.2$). Therefore, a significant effect can be concluded on conceptual understanding by using the Jigsaw Cooperative Learning Model with Augmented Reality Assistance compared to the conventional model.

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