IJRE

International Journal of Research in Education

A Study on Entrepreneurship Education in Western Countries: retrospectives on entrepreneurship curricula and instructions

Nisa Novia Avien Christy [1*],Ming-Chang Wu [2]

[1,2]*Technological and Vocational Education, National Yunlin University of Science and Technology, Taiwan*

Corresponding author's email: [1]d10843017@gmail.yuntech.edu.tw , [2]wumc@yuntech.edu.tw

ARTICLE INFO	ABSTRACT
	Unemployment is now a major problem that must be resolved immediately. The unemployment rate in Indonesia is higher than in western countries. This is because the number of entrepreneurs in Indonesia is still deficient. This study is being carried out to synthesize empirical experiences of promoting entrepreneurship in Western countries. This expanded understanding will be transformed and applied to universities and societies in Indonesia. This study use literature analysis techniques to locate references to relevant theories in the aim that academics will gain a thorough understanding of the experiences and major elements that facilitate entrepreneurship in Western countries. The authors conclude at the end of the analysis that core government support for entrepreneurship is vital for the results of entrepreneurship in Western countries. As a result, the accomplishment of entrepreneurship in Western countries can be applied in Indonesia, such as (1) mandating all universities in Indonesia to provide entrepreneurial intention classes, (2) working to promote entrepreneurship education and making entrepreneurship a priority, (3) incorporating entrepreneurship into instructional curricula at all levels, beginning with preschool, and (4) offering learning scholarship facilities for economic and business students.

Introduction

The low employment rates in Indonesia bring broad concerns with people's lives and the national economy.

Aside from poverty, one of the major issues that Indonesians face year after year is the issue of employment, particularly unemployment. Unemployment is now a major problem that must be resolved immediately. One of the causes of the growing number of unemployed people in Indonesia is a lack of effort by the government and private sector to create jobs, which is exacerbated by a poor level of community education and insufficient human resources, leaving the community unable to find work (Saputra et al., 2020). Unemployment is defined as any person who do not work at all, are still seeking for work, work only two days per week, or are attempting to get a quality job (Tudela et al, 2017).

For more than a decade, macroeconomic expansion has been successful in helping Indonesia's unemployment rate to fall. However, with approximately two million Indonesians entering the labor force each year, the Indonesian government will face a

difficult task in encouraging employment opportunities so that the labor market can digest this group of annual new arrivals; youth unemployment (among the newly graduated) in particular is cause for concern and immediate action (Newsletter, 2020).

Indonesia has a population of around 260 million and is the fourth most populous country in the world. Indonesia has a young population of about half of the total population aged under 30 years. Combined, these two features imply that Indonesia currently has a large workforce, which will grow even more significant in the future, and therefore job creation must be increased in Southeast Asia's largest economy.

Table 1 Indonesian Labour Force and Unemployment Statistics

In million	2010	2011	2012	2013	2014	2015	2016	2017	2018
Labour Force	116.5	119.4	120.3	120.2	121.9	122.4	127.7	128.1	133.9
- Working	108.2	111.3	113.0	112.8	114.6	114.8	120.7	121.0	127.1
- Unemployment	8.3	8.1	7.3	7.4	7.2	7.6	7.0	7.0	6.9

Source: Central Bureau of Statistics, 2020

Data from the Central Bureau of Statistics state that stated that the number of unemployed people in Indonesia increased to 6.9 million people in 2018 (Table 1). This figure is up by 60,000 people by 0.06 million people compared to the same period last year. Those data are a problem for Indonesia. It shows that the implementation of employment policies in Indonesia has not been optimal. Therefore, we need a planned and systematic problem-solving. One of the strategies for solving labor problems is through entrepreneurship.

Table 2 Urban and Rural Unemployment in Indonesia

	2014	2015	2016	2017
Total Unemployment (% of total labour force)	5.9	6.2	5.6	5.5
-Urban Unemployment (% of total urban labour force)	7.1	7.3	6.6	6.8
-Rural Unemployment (% of total rural labour force)	4.8	4.9	4.5	4.0

Source: Central Bureau of Statistics, 2020

Based on data from table 2, the number of unemployed in urban areas is significantly higher than in rural areas. This suggests that the gap between urban and rural unemployment has widened over the past four years as rural unemployment has decreased more rapidly than urban unemployment. This is because many rural people move to cities in search of job opportunities.

Indonesia has a young population, with around half of the overall population under the age of 30. These two characteristics suggest that Indonesia currently has a huge workforce, which will grow much larger in the future, and that job creation in Southeast Asia's largest economy must be boosted. Indonesia is experiencing rapid urbanization. Cities now house more than half of the Indonesian population. Meanwhile, this is a positive trend because urbanization and industrialization are necessary for a country to attain middle-income status. This approach must be followed with the provision of suitable employment possibilities in metropolitan areas. Domestic and foreign investments in current or future metropolitan areas must be expanded. As a result, in order to attract investors, the Indonesian government must improve the investment climate. (Newsletter, 2020)

Figure 1 Unemployment Rate Condition in the United States.
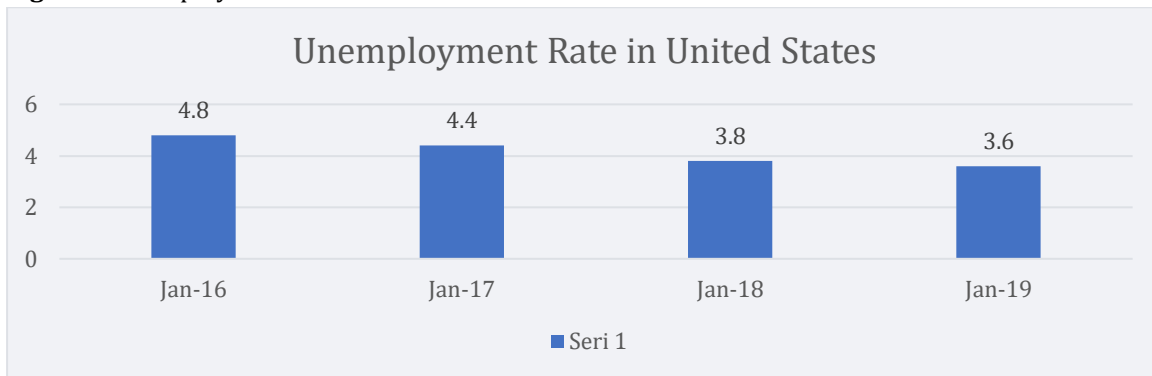
Source: United States Bureau of Labour Statistics, 2019

Based on Figure 1, In January 2019, the United States unemployment rate ratio was unchanged for a month, at 3.6 percent, and the number of unemployed people changed little, at 5.9 million. The jobless rate was 4,4 percent in January 2017 and 3.8 percent in January 2018 (U. S. Bureau of Labor Statistic, 2019)

The result of unemployment as the proportion change in the number of unemployed persons from year to year. Data on unemployment in the United Kingdom from 2000 to 2017 reveal that the unemployment rate was 4.4 percent in 2017, implying that 1.45 million individuals were unemployed. The unemployment rate was 5.4 percent in 2000, and it remained stable from 2001 to 2008 before rising to 8.1 percent in 2011. The average unemployment rate was 6.02% from 2000 to 2016, as shown in Figure 1 (Dadwal, 2019). Indonesia seems to have a higher unemployment rate than Western countries. It was because the majority of enterprises in Indonesia remains low.

Entrepreneurship is expected to solve employment problems and the economy.

Entrepreneurship plays an important role in economic development in a country through the creation of jobs and other economic opportunities for a country. Entrepreneurship is vital in a growing country like Indonesia because of the strong association between entrepreneurship and economic development. Fostering the entrepreneurial spirit of these students is believed to be one of the solutions to reduce the unemployment rate. Most countries worldwide have put entrepreneurship in higher education as the top priority and are on the political agenda (Matlay, 2001).

Entrepreneurship development gets a lot of attention in Indonesia. The number of entrepreneurs in Indonesia, like in many other developing countries, has recently increased but remains relatively low. In Indonesia, the entrepreneurial ecosystem is confined to operating individual initiatives that lack a holistic design. (Hermanto & Suryanto, 2017), and its policy has not been maximally explored (Mirzanti IR, Simatupang TM, 2015). 2013, the According to the Global Entrepreneurship Monitor, just about 1.65 percent of Indonesian entrepreneurs out of a total population of 250 million are women (Bosma, 2020). The percentage of entrepreneurs in Indonesia now stands at 3.31 percent in 2018, which is still lower than the World Bank requirement of having more over 4 percent of a country's entire population as entrepreneurs (Adhikusuma, 2020). Currently, the number of young

entrepreneurs in Indonesia is only about 3% of the total population (Iit Septyaningsih, 2020).

Figure 2 Entrepreneurship Rankings in South East Asia
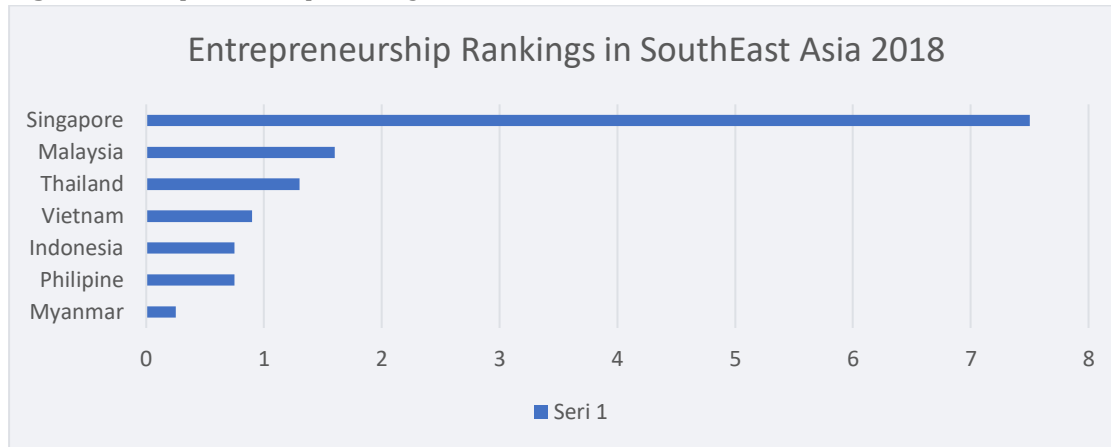
Source: US News & World Report, 2019

Based on figure 2 from United States News & World Report 2019, from 7 countries, Indonesia is ranked number two Lowest in terms of entrepreneurship. This position is still lagging behind other countries in Southeast Asia. Among the obstacles to the problems are a low index of human resources, organisational functionality in incorporating business strategies, restrictions for conducting business activities and access to credit for novice entrepreneurs, and the Indonesian mindset to still think of getting a job after completing the report (Hermanto & Suryanto, 2017).

Table 3 The Global Talent Competitiveness Index

Key Indicator (Rank)	Indonesia	USA	Sweden
Rank (out of 132)	65	2	4
Income group	Lower-middle income	High Income	High Income
Regional group	Eastern, South eastern Asia and Oceania	Northern America	Europe
Population (millions)	267.66	327.17	10.18
GDP per capita (PPP US$)	13,056.55	62,641.01	53,119.71
GDP (US$ billions)	1,042.17	20,494.10	551.03
GTCI score	41.81	79.09	75.82
GTCI score (income group average)	32.97	61.46	61.46
ICT infrastructure	86	16	12
Corruption	73	21	3
Gender development gap	96	25	26
University ranking	34	1	13
Researchers	79	22	3
Scientific journal articles	92	21	5
International student	110	37	32
Innovation output	76	6	3
High value exports	65	23	30
New product entrepreneurial activity	71	12	13
New business density	90	n/a	18

Source: The Global Talent Competitiveness Index, 2020

The Global Talent Competitiveness Index (GTCI) (Lanvin & Monteiro, 2020) has released the results of its latest research on ranking the global competitiveness of countries in the world. Based on table 3, shows that in 2019, the GTCI report focused on global competitiveness, particularly in the field of entrepreneurship, how entrepreneurship is encouraged, nurtured, and developed around the world and how this affects the relative competitiveness of various countries.

The report further points out two main conclusions: (1) Countries, and cities with the highest ratings tend to be the most open to entrepreneurial talent development, (2) Digitalization and globalization increase the role of entrepreneurial talent. GTCI uses many objective indicators in ranking ranging from per capita opinion, computer information technology infrastructure, corruption levels, gender, and environmental issues, tolerance levels, political stability to the relationship between the government and the business world, and many others. The education indicator is also an important indicator in determining the level of this global entrepreneurial competition. Based on these indicators, GTCI ranks countries with the best global entrepreneurial competition level (Harususilo, 2019).

Entrepreneurship has an important role to play in the development of a country (Dhaliwal, 2016). The current economic history in Western countries such as the United States, the United Kingdom, and Sweden supports the fact that entrepreneurship drives economic development. Folster (2002) in an analysis of employment in Sweden, establishes that an increase in self-employment has a significant positive effect on the overall employment rate. In another study in Sweden, Lundtrom et al. (1993) established that the small business sector created 70% of the new net jobs in the period from 1985 to 1989.

The important role played by entrepreneurs in the development of Western countries has made the people of underdeveloped countries aware of the significance of entrepreneurship for economic development (Dhaliwal, 2016). Now, people have begun to realize that to achieve the economic development goals of a country. It is necessary to increase entrepreneurship both qualitatively and quantitatively in the country. Entrepreneurs play an effective role in reducing the problem of unemployment in the country (Dhaliwal, 2016). Employers immediately provide large-scale employment for the unemployed, which is a chronic problem in underdeveloped countries. The available job opportunities can only serve 5 to 10 % of the unemployed. Thus, entrepreneurship is the best way to fight unemployment crime.

Western countries have some successful experiences in entrepreneurship and its education.

Entrepreneurship education has experienced remarkable growth. Within fifty years, the field has evolved from a single course offering to a diverse range of educational opportunities available at more than 1500 colleges and universities around the world (University, 2014). In general, the data indicates that there is more of a trend towards entrepreneurship education in the United States.

Figure 3 Course Offered in United States

Course Offered

Source: The National Survey of Entrepreneurship Education Survey Data, 2014

Figure 3. summarizes a variety of courses offered throughout programs in the United States. From this chart, we can conclude that the top 5 courses throughout entrepreneurship programs include: (1) Entrepreneurship; (2) Business Planning; (3) Entrepreneurial Finance; (4) New Venture Creation; and (5) Innovation. The three courses that received the lowest enrolment numbers include: () Franchising; (2) Venture; and (3) Small Business

In the United States, most of the higher education institutions offer entrepreneurship programs in every college. Meanwhile, in Indonesia, only 10% of higher education has opened entrepreneurship programs (Ristekdikti, n.d.). Therefore, this view has led to a growing interest in developing educational programs that encourage and enhance entrepreneurship.

This study is conducted to synthetically analyse the empirical experiences of enhancing entrepreneurship in Western countries and further understand major factors that might facilitate entrepreneurship in developing countries, such as Indonesia. Moreover, the research questions are outlined as follows:

1. What were the major government policies to encourage entrepreneurship in Western countries that can be applied in Indonesia?
2. How is the implementation of educational programs to encourage entrepreneurship in western countries that can be applied in Indonesia?
3. How is the implementation of community programs to encourage entrepreneurship in western countries that can be applied in Indonesia?

Research Methods

This study uses literature analysis approaches to find references to relevant theory with the hope that researchers can in-depth understand the experiences and the significant factors facilitating entrepreneurship in Western countries. This further understanding will be transformed and applied to the universities in Indonesian universities and societies. References to theories obtained by the literature studies serve as the foundation and a powerful instrument for research practice.

Data used by the author in this study is the data obtained by examining and utilizing books, articles, the Internet, and other relevant sources. The acquired data then analysed by using the descriptive analysis method. The descriptive analysis method is carried out by

describing the facts, which are then followed by analysis, not only describing, but also providing understanding and explanation.

Figure 4 Conceptual framework
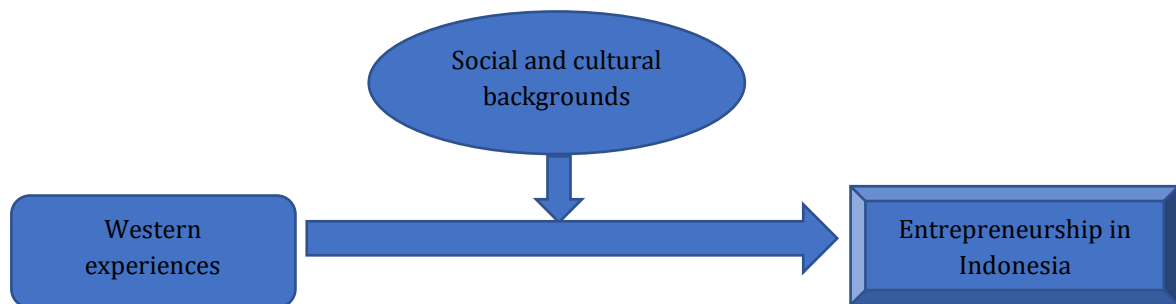
Source: The author's own work

This framework explains the experience of governments in western countries in increasing entrepreneurship in Indonesia. The socio-cultural background influences the success or failure of this business because it compares entrepreneurship in developed countries with developing countries.

Findings

The Social and Cultural Characteristics in Indonesia

Indonesia is a Muslim-majority country, with over 210 million Muslims (Rafiki & Nasution, 2019). Indonesia is a member of the G20 because of its huge natural resources and other economic advantages. The Indonesian government encourages and offers opportunities for all people, particularly the younger generation, to engage in business and entrepreneurship. Having a location is encouraged; their endeavors are deeply entwined with Islam. As indicated in Islamic techniques of entrepreneurship, Prophet Muhammad and his wife, Khadijah (Mother of the Believers), demonstrated business activities. Every Muslim should strive for success in business without expecting to be successful thereafter. Furthermore, Islam saw entrepreneurship as one of the methods for obtaining Allah's pleasure. Entrepreneurial behavior and success are frequently impacted by decisions made by the entrepreneurs' kinship network (Nordman, 2016). In emerging countries, social and familial bonds will play an important role. Policies aiming at alleviating entrepreneurs' fragile economic status must take into account the reality that entrepreneurial behavior is frequently impacted by family and member decisions, both through learning and complementarity, but also through societal norms and pressures.

Meanwhile, Culture is the collective mental programming that separates members of one group or category of people from those of another. Culture, they defined, is the collective mental training of the human mind that distinguishes one group of people from another. This training has an impact on the psyche of individuals who are linked to various elements of life and become crystalline in communal institutions (Dameyasani & Abraham, 2013).

Based on the analyses mentioned above, the entrepreneurship in Indonesia could be supported by the habitual cultural traits and social phenomena:s

(1) The highly collective spirits and family tides firmly unite people together for unique goals

(2) The sufficient human power with loyalty and diligence provides impressive employees and commercial markets

(3) Their pious faith to Muslim keeps people harmonious and stable to entrepreneurship.

The Entrepreneurship Experiences in Western Countries

Universities play an important role in the regional entrepreneurial climate (Jansen et al., 2015). This view fosters an interest in developing an education that promotes and enhances entrepreneurship. Academic entrepreneurship has, therefore, become a priority for policymakers from inside the universities as well as local governments everywhere (Potter & Storey, 2007). One of the key principles is a balance between practical work and academic learning (Zaring et al., 2019)

United States

In the United States, entrepreneurship has historically been a major driver of economic growth (Wilson, 2008). Universities and governments are trying to create highly innovative science parks where young entrepreneurs lead innovation and drive economic growth. The following is an overview of the availability of entrepreneurship education within the United States universities and the college sector. America itself was founded as a start-up nation, an entrepreneurial act of courage and vision (Kauffman, 2018). America's future depends on entrepreneurs. Entrepreneurs not only embody the American spirit, but they also power our economy.

Today, Stanford and MIT have become models for other universities to emulate because their close ties to industry and entrepreneurship have been seen as anomalies in the academic system (Etzkowitz et al, 2000). Since its founding in 1886, it has had a reputation as an institution that stimulates entrepreneurship. MIT is seen as one example of an entrepreneurial university in the United States that offers a wide variety of offerings related to entrepreneurship.

a.   Government Policies

The United States Small Business Administration's role is to provide venture capital and loan guarantees for small businesses, especially for underrepresented and disadvantaged groups. The major purpose of these investments is to help the small businesses overcome initial financial barriers.

At the same time, with the participation of venture capital firms, the government encourages more investment funds to compensate for the lack of support for the system of entrepreneurship education in American universities. Between 2011 and 2015, SSBCI programs led to $8.4 billion in new lending, and almost half of the recipients were young businesses (under 5 years old). (Kauffman, 2018)

JumpStart Evergreen Fund is a venture development organization created in 2003 (Kauffman, 2018). JumpStart Evergreen Fund invests in technology businesses. The financial gains from the fund are "recycled" to make more investments in additional companies. The fund also provides essential services beyond the capital, including connections to the right people, operational assistance, and other sources of capital as a company grows. By 2017, the fund had invested more than $27 million in 76 businesses.

The Regional Innovation Strategies (RIS) program awards funding through two grant competitions: The Challenge and the Seed Fund Support Program. (Kauffman, 2018). Since

2014, the RIS program has made more than $100 million in federal grants, with more than $1 billion in additional capital investments. The Challenge funds a range of programs and services, including entrepreneurship centres, entrepreneurial ecosystem building, technology incubators, and start-up accelerators that support innovation-based, high-growth entrepreneurship. To date, the Challenge has awarded $80.6 million in grants to 150 projects, and these funds have helped organizations by supporting more than 4,000 entrepreneurs, resulting in more than 7,000 jobs being created and retained. The Seed Fund Support grant competition provides funding for technical assistance and operational support to organizations that provide early-stage, equity-based capital to start-ups with high growth potential.

b.   University Education:

Since its founding in 1886, MIT has had a reputation as an institution that stimulates entrepreneurship. MIT is seen as one example of entrepreneurial universities in the United States. MIT offers a wide variety of offerings related to entrepreneurship. Most of the offerings are coordinated from MIT's Martin Trust Centre for entrepreneurship. Among those offerings are entrepreneurship courses, such as New Ventures, business plan courses where students work on real business ideas, office facilities, and mentoring and networking services for entrepreneurial students. Example Offering: Staff Support at MIT, staff are very supportive when starting a business, often forging long-term relationships between professors and students. Staff support, which appears to be embedded in the MIT culture, is essential for alumni employers and can provide fertile ground for new ideas, high-quality employees, and domain knowledge.

The undergraduate curriculum, for example, consists of a combination of compulsory and optional courses. Most of the American classes are experiential and team-based learning, where students participate under the guidance of the professor or instructor. Many American instructors have had entrepreneurship experience and may even be entrepreneurs themselves. Most of them are from industry and are hired by universities as professors of practice and adjunct professors to teach courses and to share their own experiences in industry when dealing with points of case analysis. In the process of discussion with professors, American students learn the entrepreneurship knowledge, and, more importantly, develop innovative and critical thinking (Jansen et al., 2015).

The Three-Stage Student Entrepreneurship Drive Model (SEEM) is applied in several American universities, which contributes to a student's decision to pursue a career as an entrepreneur. SEEM divides the university offering into three stages: the stimulation stage, the education stage, and the incubation stage. Each stage has specific goals, and contains specific activities, according to its importance, which can be provided and supported to achieve these goals, and effectively foster entrepreneurship in the university (Jansen et al., 2015). The SEEM is presented in Table 4.

Table 4 The Three-Stage Student Entrepreneurship Drive Model (SEEM)

Educate	• Provide supportive staff and facilities • Highlights role model and success stories • Offer introductory entrepreneurship courses
Stimulate	• Support founding team formation

		• Provide mechanisms for idea validation
		• Provide pitching opportunities
		• Support business plan creation
		• Enable prototype development
	Incubate	• Meet and work with other entrepreneurs
		• Provide office space
		• Offer mentoring to start-ups
		• Provide networking opportunities
		• Organize business plan competitions

It has generally been accepted that the existence of an entrepreneurial role model is a key factor in the entrepreneur's decision to start a business (Gibson, 2004). Individuals can be influenced by role models at various stages of the entrepreneurial process, such as facilitator in detecting opportunities and generating business ideas in the innovation stage, stimulating in the event-triggering stage, and justifying during the implementation phase, because knowing successful entrepreneurs as mentors makes the act towards becoming one yourself seem more plausible (Bygrave, 1995).

c. Community Program

NFTE is a global program that began in New York in 1987 and has operated in Boston since 1991 and now works with 18 public schools there. This program aims to help youth at risk of dropping out of school and improve academic achievement among students who are at risk of exclusion. NFTE has reached over 500,000 students and trained 5,000 teachers worldwide. Since its founding NFTE has worked with more than 300,000 young people. It has programs in 28 states and thirteen countries outside the United States, such as: Belgium, United Kingdom, Germany, Belgium, Ireland, Austria and Netherlands. In a handful of schools, students are required to take the NFTE course. During either a one-semester or year-long course, students learn entrepreneurial skills that help them create a business plan. Each student's business plan ultimately competes in a school-wide competition, with the winners advancing to a regional NFTE-wide competition and ultimately, the National Youth Entrepreneurship Challenge (Valerio et al., n.d.). Brandeis University and Koch Foundation had highlighted the impacts of NFTE programs in their academic and professional life in 1993, 70% of the attendants were in post-secondary education, 43% had part-time jobs, and 33% run a business (Marques & Albuquerque, 2012)

Sweden

a. Government policies

In recent years, the Swedish government has assigned a very high priority to enhance and prioritize activities related to innovation and entrepreneurship (Zaring et al., 2019). Major priority areas have been how universities, work with identifying ideas, innovative, and stimulating entrepreneurship, contribute to, interact, and build networks with the established firms in the private and public sectors, and establish and improve entrepreneurship education for students (Högskoleverket, 2008). Several ministries in Sweden were highly active in assessing and promoting entrepreneurship education during the first decade of the twenty-first century and to a great extent still are today. Swedish

government to make entrepreneurship 'as natural a choice as employment' (Regeringskansliet, 2009).

In line with this, the Swedish centre-right government following current EU policies launched an official strategy for entrepreneurship within the educational field. It changed the curricula in 2011 so that all pupils from preschool to 12th grade should be taught entrepreneurship, not limiting the subject to business schools and higher education (Hong & Sullivan, 2013).

Some contributions the Swedish government assigned a very high priority to enhance and prioritize activities related to innovation and entrepreneurship such as (1) universities work with identifying ideas and stimulating entrepreneurship, (2) contribute to and interact with the established firms in the private and public sectors, (3) and establish and improve entrepreneurship education for students. Several ministries in Sweden were highly active in assessing and promoting entrepreneurship education in Sweden and make entrepreneurship a priority.

b. University Education

In recent years, entrepreneurship education in Swedish higher education institutions has seen a lot of investment and support from various government actors, including many specialized ministries (Zaring et al., 2019). Entrepreneurship teaching in Sweden may vary widely in design and style (Tillväxtverket, 2013). In Sweden, entrepreneurship education is widespread, with most Swedish universities and colleges offering various levels of entrepreneurship education in the form of modules, two courses, and programs. (Högskoleverket, 2009)(Tillväxtverket, 2013).

Our analysis identified that 37 of 51 HEIs offer some form of education in innovation and entrepreneurship (Zaring et al., 2019). This means that 73% of Swedish higher education institutions state that they provide entrepreneurship education. The remaining 14 HEIs consists mostly of smaller colleges that do not offer any education in innovation and entrepreneurship, such as the Swedish Institute for Cognitive Psychotherapy. Of these 37 HEIs, all provide a support structure for entrepreneurship; In addition, 22 out of 37 HEIs own (in whole or in part) investment firms or incubators. Thus, the potential to support entrepreneurship according to the type of entrepreneurship education and the aims of university support structures (e.g., incubate or stimulate) education and also connect entrepreneurship students to the broader ecosystem seems evident (Jansen et al., 2015).

Otherwise, practice-based programs in entrepreneurship refer to education that is at a variable level designed to make more practical use of entrepreneurial knowledge and is often based on practical work with expert support. Fifteen institutions provide both programs and courses; nineteen institutions only provide courses in entrepreneurship. Out of those fifteen having programs in entrepreneurship education, nine institutions, including those seven where degree projects are practical, provide some form of microeconomic support for students who start their own business during their studies (Zaring et al., 2019).

Advice support is provided through several forms of expert advice, the most common being assistance in building and maintaining networks and attracting finances. In addition, to supporting given explicitly to educational programs, Swedish higher education

institutions also may provide future academic entrepreneurs with a more general form of microeconomic support – often through so-called innovation offices.

Table 5 The Entrepreneurship Experiences Western Countries in the United States and Sweden

	United States	Sweden
Government Policies	• Encourages more investment funds to compensate for the lack of support for the system of entrepreneurship education • Provide venture capital and loan guarantees for small businesses, especially for underrepresented and disadvantaged groups.	• provide some form of microeconomic support for students who start their own business during their studies • Several ministries in Sweden were highly active in assessing and promoting entrepreneurship education • Advice support provided through some form of expert advice
Community Associations	NFTE, ASES, (CEO), SLATA, Stanford Venture Capital Club, Stanford Women in Business, StartX.	Facilitate networking for training and advice and match-making to explore new partnerships via the creation of a European Mentors Network
University Education	• Experiential and team-based learning, where students participate under the guidance of the professor or instructor. • Provide some courses in entrepreneurship, such as New Ventures • Provide office facilities, and mentoring and networking services for student entrepreneurs. • Entrepreneurial skill courses • provide incubator services	• entrepreneurship stimulation • support and interaction with existing firms and the public sector • most Swedish universities and colleges offer various degree programs of education in entrepreneurship in the form of modules, two courses, and programs

Data sources: European and American Journals

The Factors Facilitating the Successes of Entrepreneurship

Several entrepreneurial success stories may be found in Western countries. Western countries have a track record of success in entrepreneurship and education. Many business and technology institutions in the United States have formed specializations in this field, and an increasing number of US colleges offer a "focus" or "major" in entrepreneurship. (Twaalfhoven and Prats, 2000). Many United States universities have academic entrepreneurship departments, and a large percentage of schools offer entrepreneurship courses. In Sweden, 73% of Swedish higher education institutions state that they provide education in entrepreneurship. Based on entrepreneurial experience in western countries, the following success factor can be stated:

a. Government support

In Western countries, government support provide venture capitals and loan guarantees for small businesses, especially for underrepresented and disadvantaged groups. The experience of entrepreneurship in western countries can be applied in Indonesia, such as (1) funding and financial support with facilities for start-up businesses as initial venture capital for young entrepreneurs, (2) access to low-interest loans and grants,

(3) reduced tax rates for micro and small enterprises for encouraging and support entrepreneurship.

b. University Education

The teaching approach of Western countries provides a unique way to effectively encourage entrepreneurship at a university. Entrepreneurship learning based on successful entrepreneurial role models can boost education for sustainable growth in higher education institutions. Exposure to successful entrepreneurial models can help students gain confidence in their capacity to start a firm and enhance their attitudes about entrepreneurship. The model provides a comprehensive overview of offerings that academic institutions can choose and implement to further develop a university's entrepreneurial ecosystem in Indonesia, such as highlighting role models and success stories, meeting other entrepreneurs, and offering introductory courses that introduce the fundamental concepts of entrepreneurship.

c. Community support

A global program to help young people who are at risk of dropping out of school and improve academic performance among students who were at risk of exclusion. This program has reached over 500,000 students and trained 5,000 teachers worldwide. During either a one-semester or year-long course, and students learn entrepreneurial skills that help them create a business plan.

Conclusion

Entrepreneurship is very important, especially in a developing country such as Indonesia, where entrepreneurs are expected to have a greater likelihood of upward mobility (Quadrini, 1999), which is very important in a nation with a high level of poverty. One way to create an entrepreneur is to give entrepreneurship education, which will provide motivation, knowledge, and skills for starting a company (Ahamed & Rokhman, 2015). The knowledge regarding the effect of entrepreneurship education on entrepreneurial intention is quite sparse, especially from the perspective of developing countries (Zhang et al., 2013).

Europe must fully exploit the richness of these experiences to tear down obstacles and abolish burdensome requirements that hamper business operations. Successful examples of entrepreneurship in western countries show that there are good practices that can be done by entrepreneurs in Indonesia to grow and develop. From here, we have to learn more from the experience of entrepreneurship in western countries. It has been proven that Singapore won first place in the entrepreneurship ranking in South Asia 2018 because they have adopted many entrepreneurial experiences in western countries

References

Adhikusuma, A. D. (2020). The influence of entrepreneurial culture in indonesia towards business students'intention to be an entrepreneur. *FIRM Journal of Management Studies*, *5*(1), 1 18–34. http://e-journal.president.ac.id/presunivojs/index.php/FIRM-JOURNAL/article/viewFile/887/586

Ahamed, F., & Rokhman, W. (2015). The role of social and psychological factors on entrepreneurial intention among islamic college students in Indonesia. *Entrepreneurial*

Business and Economics Review, *3*(Vol. 3 No. 1), 29–41. https://www.researchgate.net/profile/Wahibur_Rokhman/publication/276423133_ The_Role_of_Social_and_Psychological_Factors_on_Entrepreneurial_Intention_among_ Islamic_College_Students_in_Indonesia/links/568d131108aef5c20c145216.pdf

Bosma, et al. (2020). *Global Entrepreneurship Monitor: Global Repor 2019/2020*. https://www.gemconsortium.org/file/open?fileId=50443

Bygrave. (1995). *Theory building in the entrepreneurship paradigm. In Entrepreneurship Perspectives on Theory Building* (pp. 129–158). Elsevier: Oxford, UK.

Christina, W., Purwoko, H., & Kusumowidagdo, A. (2015). The Role of Entrepreneur in Residence towards the Students' Entrepreneurial Performance: A Study of Entrepreneurship Learning Process at Ciputra University, Indonesia. *Procedia - Social and Behavioral Sciences*, *211*(November), 972–976. https://doi.org/10.1016/j.sbspro.2015.11.129

Dadwal, S. (2019). *The Impact of Entrepreneurship on Economic Growth and Development in the UK Northumbria University in London*. *December 2018*. http://emidjournals.co.uk/wp-content/uploads/2019/07/The-Impact-of-Entrepreneurship-on-Economic-Growth-and-Development-in-the-UK.pdf

Dameyasani, A. W., & Abraham, J. (2013). Impulsive buying, cultural values dimensions, and symbolic meaning of money: A study on college students in Indonesia's capital city and its surrounding. *International Journal of Research Studies in Psychology*, *2*(3). https://doi.org/10.5861/ijrsp.2013.374

Dhaliwal, A. (2016). Role Of Entrepreneurship In Economic Development. *International Journal of Scientific Research and Management*, *4*(6), 4–11. https://doi.org/10.18535/ijsrm/v4i6.08

Etzkowitz et al. (2000). The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm. *Research Policy*. https://doi.org/https://doi.org/10.1016/S0048-7333(99)00069-4

Gibson. (2004). Role models in career development: New directions for theory and research. *J. Vocat. Behav.*, *65*, 134–156. https://doi.org/https://doi.org/10.1016/S0001-8791(03)00051-4

Goldstein et al. (2016). "Using the action research process to design entrepreneurship education at Cenderawasih University." *Procedia-Social and Behavioral Sciences*, *228*, 462–469. https://cyberleninka.org/article/n/1419297.pdf

Harususilo. (2019). *10 Negara Kompetisi Wirausaha Terbaik Dunia, Berapa Rapor Indonesia?* https://edukasi.kompas.com/read/2019/01/25/10185751/10-negara-kompetisi-wirausaha-terbaik-dunia-berapa-rapor-indonesia?page=all

Hermanto, B., & Suryanto, S. E. (2017). Entrepreneurship Ecosystem Policy in Indonesia. *Mediterranean Journal of Social Sciences*, *8*(1), 110–115. https://doi.org/10.5901/mjss.2017.v8n1p110

Högskoleverket. (2008). Högskolan samverkar vidare: Utvecklingen. *Swedish National Agency for Higher Education*. https://docplayer.se/5623940- Hogskolan-samverkar-vidare.html.

Högskoleverket. (2009). Kartläggning av utbildning inom entreprenörskap och innovation. *Swedish National Agency for Higher Education*, *33*.

Hong, A. H., & Sullivan, F. R. (2013). Towards an idea-centered, principle-base design to as creation approach support learning knowledge. *Educational Technology Research and Development, 57*(5), 613–627. https://doi.org/10.1007/sl

Iit Septyaningsih. (2020). *Kemenperin: Jumlah Wirausaha Indonesia Capai 4 Persen 2030*. REPUBLIKA. https://republika.co.id/berita/q5w66m380/kemenperin-jumlah-wirausaha-indonesia-capai-4-persen-2030

Jansen, S., van de Zande, T., Brinkkemper, S., Stam, E., & Varma, V. (2015). How education, stimulation, and incubation encourage student entrepreneurship: Observations from MIT, IIIT, and Utrecht University. *International Journal of Management Education*, *13*(2), 170–181. https://doi.org/10.1016/j.ijme.2015.03.001

Kauffman. (2018). *America's New Business Plan*. https://www.startusupnow.org/wp-content/uploads/sites/12/2019/10/Kauffman_AmericasNewBusinessPlanWhitepaper_October2019.pdf

Lanvin, B., & Monteiro, F. (2020). *The Global Talent Competitiveness Index 2020. Global Talent in the Age of Artificial Intelligence*. https://gtcistudy.com/

Marques, L. A., & Albuquerque, C. (2012). Entrepreneurship Education and the Development of Young People Life. *ACRN Journal of Entrepreneurship Perspectives*, *1*(2), 55–68. http://www.acrn.eu/resources/Journals/Joe022012/201202c.pdf

Matlay, H. (2001). Entrepreneurial and vocational education and training in central and Eastern Europe. *Education + Training*, *43*(8–9), 395–404. https://doi.org/10.1108/00400910110410964

Mirzanti IR, Simatupang TM, L. D. (2015). Mapping on entrepreneurship policy in Indonesia. *Procedia Soc Behav Sci 169*, 346–353. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.01.319

Newsletter. (2020). *Unemployment in Indonesia*. https://www.indonesia-investments.com/finance/macroeconomic-indicators/unemployment/item255

Nordman, C. (2016). Do family and kinship networks support entrepreneurs? *IZA World of Labor*, *May*, 1–10. https://doi.org/10.15185/izawol.262

Rafiki, A., & Nasution, F. N. (2019). Business success factors of Muslim women entrepreneurs in Indonesia. *Journal of Enterprising Communities*, *13*(5), 584–604. https://doi.org/10.1108/JEC-04-2019-0034

Regeringskansliet. (2009). Strategi for entrepreneurship in education. *Stockholm: Regeringskansliet*.

Ristekdikti. (n.d.). *No Title*. https://forlap.ristekdikti.go.id/prodi/search/20

Saputra, W., Hardinata, J. T., & Wanto, A. (2020). Resilient method in determining the best architectural model for predicting open unemployment in Indonesia. *IOP Conference Series: Materials Science and Engineering*, *725*(1). https://doi.org/10.1088/1757-899X/725/1/012115

Tillväxtverket. (2013). Entreprenörskap i kulturella och kreativa utbildningar [Final Report – Entrepreneurship in Cultural and Creative Education]. *Swedish Agency for Economic and Regional Growth*. https://doi.org/https://doi.org/10.1080/03075079.2019.1637841

Tudela et al. (2017). "Unemployment and Vacancy Dynamics with Imperfect Financial

Markets,." *Labour Economics*, 1–33. https://doi.org/https://doi.org/10.1016/j.labeco.2017.04.005

U. S. Bureau of Labor Statistic. (2019). *https://www.bls.gov/opub/ted/2019/unemployment-rate-unchanged-at-3-point-6-percent-in-may-2019.htm?view_full*.

University, G. W. (2014). The National Survey of Entrepreneurship Education An Overview of 2012-2014 Survey Data. *Excellence, Center for Entrepreneurial*, 45. http://www.nationalsurvey.org/files/2014KauffmanReport_Clean.pdf

Valerio, A., Parton, B., & Robb, A. (n.d.). *Entrepreneurship Education and Training Programs around the World*. https://openknowledge.worldbank.org/bitstream/handle/10986/18031/9781464802027.pdf?sequence=1

Wikipedia. (2020). *No Title*. https://tradingeconomics.com/country-list/interest-rate?continent=asia

Wilson, K. (2008). CHAPTER FIVE-1 Entrepreneurship Education in Europe. *Entrepreneurship and Higher Education*, 1–20. https://www.oecd.org/site/innovationstrategy/42961567.pdf

Wiratno. (2012). Implementation of entrepreneurship education in higher education. *Jurnal Pendidikan Dan Kebudayaan*, *18*(4), 454–466. http://blog.uny.ac.id/sukirno/files/2015/02/7-H101-396-1-PB.pdf

Zaring, O., Gifford, E., & McKelvey, M. (2019). Strategic choices in the design of entrepreneurship education: an explorative study of Swedish higher education institutions. *Studies in Higher Education*, *0*(0), 1–16. https://doi.org/10.1080/03075079.2019.1637841

Students' Attitude towards the Implementation of The School Literacy Movement

Fitria Nur Annisa[1*], Edi Purwanta[2]

[1,2,] *Yogyakarta State University, Indonesia*

*Corresponding author's email: fitria0536pasca.2018@student.uny.ac.id

ARTICLE INFO	ABSTRACT
	School literacy movement (GLS) is a government policy aimed at increasing student interest in reading. GLS is a program in which one of the activities is reading non-learning books for 15 minutes before KBM starts. The purpose of this study is to find out students' attitudes towards the implementation of GLS in Yogyakarta. This type of research is a quantitative study with a survey approach, the population in this study were all students of SMA Negeri 5 Yogyakarta, the sample of this study were 205 students. Data collection techniques in this study used non-test techniques with data collection instruments in the form of measurement scales. Analysis of the data in this study uses descriptive statistical analysis aided by the Microsoft Excel program. The results obtained are the attitudes of students towards the implementation of GLS in the category of agreed attitude with the following explanation: (a) 131 students (63.90%) are in the agreed category; (b) 48 students (23.41%) are in the category of strongly agree; (c) 25 students (12.20%) were in the category of disagreeing, and (d) 1 student (0.49%) in the category of strongly disagreeing. The implication of this research is that students attitudes towards GLS need to be improved by the school can improve the quality of its collaboration with various parties, increasing the variety of literacy activities carried out, and schools can provide comfortable reading rooms and bookshelves in each class so that students can place their literacy books and journals on these shelves.

Introduction

Article 31, paragraph (3) of the 1945 Constitution of the Republic of Indonesia mandates that the government undertakes and organizes a national education system that leads to increasing faith and piety to God Almighty and noble character in the context of the intellectual life of the nation. Many things can be done in order to educate a nation, one of which is by doing reading activities. Reading is essentially "a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities" (Rahayu, 2015). Although reading is a complicated thing, there are many benefits that can be obtained when reading.

Gray and Roger suggest that by reading a lot, a person can increase knowledge, reasoning, and broad-mindedness that will be useful for him-self and others, can train

imagination and thinking power. so that intellectual satisfaction is fulfilled, obtaining practical knowledge that is useful in everyday life to fulfill the interests of life (Arnold, Prjana, and Sukaesih, 2015; Sukaesih, 2012). In addition, by reading a person can increase his interest in a field and find out actual things about events that occur in the surrounding environment and around the world that may be related to his educational disciplinary background, so that he can apply it in real life. Given that there are so many things that can be obtained from reading activities, it is clear that reading is very important for students, especially if it becomes a culture.

But in reality, reading culture in Indonesia can be categorized as very low. The low reading culture in Indonesia also shows the people's low interest and ability to read. Kalida and Mursyid (2014) explain that Indonesian people are still known as people who have a low reading culture. Based on data from the Central Statistics Agency (BPS), in 2006, it was recorded that 85.86% of people over the age of 10 watched TV and 23.46% read newspapers. Furthermore, in 2009, the population who watched TV reached 90.27% and those who read newspapers were 18.94%. The last time in 2012 showed that the population who watched TV reached 91.68% and those who read newspapers amounted to 17.66%. In addition, from UNESCO 2012 statistical data, it can also be seen that the reading interest index in Indonesia has only reached 0.001. This means that only one person has an interest in reading out of every 1000 people in Indonesia (Nafisa, 2014; Batubara & Ariani, 2018).

Apart from data from BPS and UNESCO, there is also data from PIRLS and PISA results. Data from the results of the 2011 Progress International Reading Literacy Study (PIRLS), which evaluates students' reading abilities, puts Indonesia in 45th place out of 48 participating countries. Meanwhile, a survey evaluating the reading ability of 15-year-old students conducted by the Program for International Student Assessment (PISA) in 2009 and 2012, showed that the reading ability of Indonesian students, which was originally ranked 57th in PISA 2009, turned out to be PISA 2012 has dropped its ranking, which is 64th out of 65 participating countries. (Wiedarti et.al., 2016; Thompson et al., 2012). The low reading ability and interest of Indonesian students is a very worrying phenomenon because in the era of information technology, students are required to have reading skills in the sense of understanding texts analytically, critically, and reflectively (Widayoko, et. Al., 2018). In addition, the low reading ability and culture also proves that the education process in Indonesia has not been able to fully develop students' competence and interest in knowledge. Educational practices carried out in schools so far also show that schools have not functioned as learning organizations that make all of its citizens as literate learners for life (Wiedarti, et.al, 2016).

The factors that cause low interest in reading in Indonesia include the educational curriculum and learning methods that have not supported the development of student literacy competencies (Pradana et.al., 2017), television programs that do not educate and addiction to technology (Nurdiyanti & Suryanto, 2017; Cabiles et.al., 2022), and there is a habit of people who prefer to speak and listen compared to reading and writing (Nurdiyanti & Suryanto, 2010; Batubara & Ariani, 2018). In order to develop schools as learning organizations whose citizens are literate for life, the Ministry of Education and Culture has

developed a new program, namely the School Literacy Movement (GLS) program. This school literacy movement program is a program aimed at strengthening the character development movement as stated in the Minister of Education and Culture Regulation Number 23 of 2015 concerning Character Development. One of the activities in the program is a fifteen minute activity of reading non-lesson books before teaching and learning activities begin. The school literacy movement is intended to achieve a goal that can be classified into general goals and special goals (Wiedarti, et.al 2016).

Based on an assessment of relevant research, it can be seen that many school literacy movement programs have implemented it. The form of the implementation of the school literacy movement program is contained in a number of research results, including research conducted by Widayako, et.al (2018) on "Analysis of the School Literacy Movement (GLS) Implementation Program With a Goal-Based Evaluation Approach" research conducted by Agustin & Cahyono (2017) on "School Literacy Movement to Improve Reading Culture in SMA Negeri 1 Geger" and research conducted by Batubara & Ariani (2018) on "Implementation of the School Literacy Movement Program at State Elementary Schools in Sungai Miai Cluster Banjarmasin". In contrast to these studies, this study examines how students' attitudes towards the implementation of the school literacy movement, not merely examining the implementation of the GLS policy to improve reading culture and reading interest.

According to Yusuf and Nurihsan (2012: 169-170) attitude is a relatively permanent mental condition to respond to a certain object or stimulus that has a positive, neutral, or negative meaning, concerning aspects of cognition, affection, and a tendency to act. . This attitude can be formed due to the presence of three attitude-forming components, namely the cognitive component which contains the individual's understanding/belief, the affective component which shows the individual's emotional feelings or tendencies, and the conative component which contains the individual's willingness to act/respond to the object. Departing from the overall description, the researchers were encouraged to conduct research with the aim of finding out how students' attitudes towards the implementation of the School Literacy Movement were focused on schools in Yogyakarta that had implemented the school literacy movement program. As for the attitude in this case, it will be reviewed from the three components of attitude, namely cognitive, affective, and conative.

Research Methods

The type of research used is quantitative research with a survey approach. This research describes how students' attitudes towards the implementation of the school literacy movement are. The population in this study were all students of SMA Negeri 5 Yogyakarta, totaling 738 students. Sampling in this study is to use a stratified random sampling technique. In this case, from the entire population (all students at SMA Negeri 5 Yogyakarta), the students who were used as stratified samples were taken from students in grades XI and XII, totaling 511 students. While the students of class X were not used as samples because students of class X at the time of the study were new students and had just undergone the

school orientation period. According to Sugiyono (2016: 127-128), how to determine the sample can be determined by using a table for determining the number of samples by Isaac Michael with error rates of 1%, 5%, and 10%. Thus, based on Isaac Michael's table on determining the number of samples from 511 students with an error rate of 5%, the number of samples in this study was 205 students consisting of 103 students in class XI and 102 students in class XII and 50 students (2 classes) as test samples try.

The data collection technique used to obtain data in this study is to use a non-test assessment while the instrument used is an attitude measurement scale that refers to the four-choice model. The items developed in this scale consist of favorable items and unfavorable items. Furthermore, for the lattice of the scale instrument in this study will contain three components of attitude which include components cognitive, affective, and conative and contains five important components of the implementation of the school literacy movement which will be used as components of the attitude object: (1) the role of stakeholders related to the education unit; (2) the stages of the school literacy movement; (3) strategy; (4) capacity building; and (5) achievement targets. As for the design component of the school literacy movement, and several subcomponents of the role of stakeholders are not used as components of the attitude object due to the considerations of the researchers and recommendations from the school (literacy team) who think that these components and subcomponents are more related to policies in general and other parties or stakeholders.

In order to test the validity of this research instrument, the instrument has been first tested on students outside the research subject or who are not research subjects. After testing, the developed instrument was then determined with content validity by analyzing each item of the instrument using the Pearson Product Moment statistical formula with the help of the SPSS program. After the validity test was carried out, from 84 statement items that had been filled out by 50 respondents, it was found that 71 items were valid statements. Meanwhile, the instrument reliability test in this study was carried out using internal consistency testing, namely by using the Cronbach's Alpha formula, assisted by the SPSS program. Based on the results of the calculation of the reliability of the student's attitude scale towards the implementation of the school literacy movement with a total of 84 statement items, it can be seen that the Alpha value shows 0.946 which means the instrument can be said to be very good.

Furthermore, for data analysis, this study uses quantitative data analysis with descriptive statistical methods. This quantitative descriptive method is used to identify and describe the data based on the existing percentage scores. The formula is as follows.

$$P = \frac{f}{n} x \ 100\%$$

Information:
P : percentage
f : the frequency of each selected answer
n : number 100% constant

In addition, researchers also use grouping criteria, according to Azwar (2012: 128), the grouping is as follows:

Strongly Agree   : $X > (\mu + 1{,}0\ \sigma)$
Agree   : $\mu < X \leq (\mu + 1{,}0\ \sigma)$
Disagree   : $(\mu - 1{,}0\ \sigma) < X \leq \mu$
Strongly disagree   : $X < (\mu - 1{,}0\ \sigma)$
Information:
σ : standard deviation
μ : theoretic of mean
X   : score

Findings

The total number of statement items for students' attitudes towards the implementation of the school literacy movement is 71 statements with a scale of four and the total number of respondents is 205 students consisting of 103 students from class XI and 102 students from class XII. Based on calculations with the help of the Microsoft Excel computer program, the following hypothetical scores were obtained:

Minimum score   = 1 x number of items
                       = 71
Maximum score   = 4 x number of items
                       = 284
Average   = (maximum score+minimum score)/2
                       = 177.5
Standard deviation   = (maximum value-minimum value)/6
                       = 35.5

Based on the calculation of the minimum score, maximum score, average and standard deviation above, the following criteria can be obtained.

Strongly Agree   = x > (μ+ 1.0)
                       = x > 213
Agree   = < x (μ + 1.0)
                       = 177.5 < x 213
Disagree   = (μ - 1.0) < x
                       = 142 < x 177.5
Strongly Disagree   = x (μ - 1.0)
                       = x 142

Based on the distribution of the criteria above, the next step is to calculate the frequency distribution of students' attitudes towards the implementation of the overall school literacy movement using the percentage formula. Meanwhile, based on the calculation of the

percentage formula and the criteria grouping above, the frequency distribution of students' attitudes towards the implementation of the school literacy movement can be seen in table 1 below.

Table 1. Frequency Distribution of Student Attitudes towards the Overall Implementation of the School Literacy Movement

Category	Interval	XII Class		XI Class		F Total	% Total
		F	%	F	%		
Strongly agree	X > 213	33	11,22%	25	12,20%	48	23,41%
Agree	177,5 < X ≤ 213	58	28,29%	73	35,61%	131	63,90%
Disagree	142 < X ≤ 177,5	20	9,76%	5	2,44%	25	12,20%
Strongly disagree	X ≤ 142	1	0,49%	0	0,00%	1	0,49%
Total		102	49,76%	103	50,24%	205	100%

Based on Table 1, after the scores are grouped into four categories, it can be seen that the students' attitudes towards the implementation of the school literacy movement as a whole are in the agree category with a percentage of 63.90% (131 students). Meanwhile, for students who are in the category of strongly agree by 23.41% (48 students), the category of disagreeing is 12.20% (25 students), and the category of strongly disagreeing is 0.49% (1 student). The graph of the frequency distribution of students' attitudes towards the implementation of the school literacy movement as a whole can be seen in Figure 1.
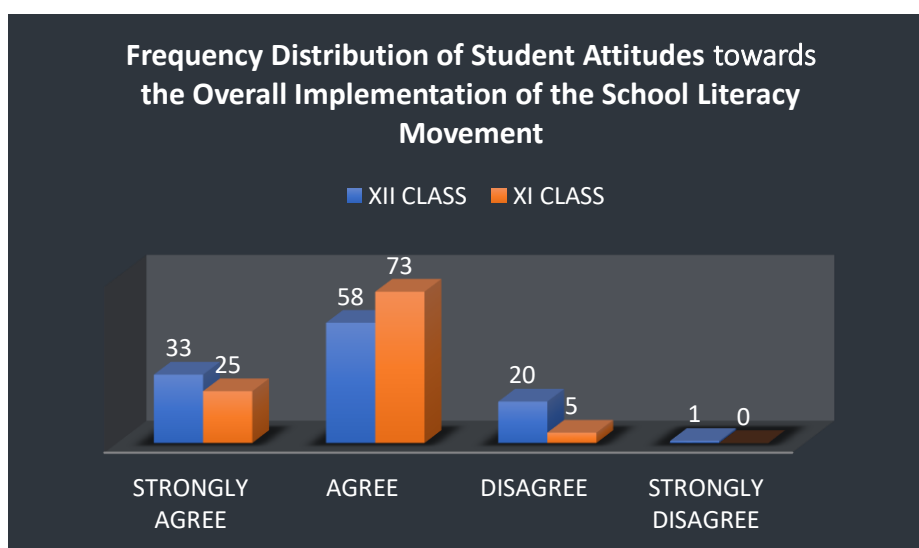

Figure 1. Frequency Distribution of Students' Attitudes towards the Overall Implementation of the School Literacy Movement

While the results of the analysis for each component of the school literacy movement which includes stakeholder roles, stages of the school literacy movement, strategies, capacity building, and achievement targets get different categories.

1. Stakeholder Role

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the component of the stakeholder role are 48.29% (99 students), students who are in the agree category are 42.92% (88 students), students who are in the agree category are 42.92% (88 students). are in the disagree category is 8.29% (17 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the point of view of the role of stakeholders are in the category of strongly agree.

2. Stages of the School Literacy Movement

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the components of the stages of the school literacy movement are 20.49%% (42 students), students who are in the agree category are 60.49% (124 students), students who are in the agree category are 60.49% (124 students). who are in the disagree category are 18.53% (38 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the components of the school literacy movement are in the agreed category.

3. Strategy

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the strategy component are 20.93%% (47 students), students who are in the agree category are 60.00% (123 students), students who are in the category of agreeing are 60.00% (123 students). in the disagree category is 16.63% (30 students), and students who are in the strongly disagree category are 2.44% (5 students). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the strategy component are in the agree category.

4. Capacity Upgrade

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the capacity building component are 44.39% (91 students), students who are in the agree category are 47.32% (97 students), students who are in the category of agreeing are 47.32% (97 students). in the disagree category is 7.80% (16 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the capacity building component are in the agreed category.

5. Achievement Target

Based on the results of data analysis, it can be described that students who are in the category of strongly agreeing to the achievement target component are 41.46% (85

students), students who are in the agree category are also 41.46% (85 students), students who are in the disagree category is 16.59% (34 students), and students who are in the strongly disagree category are 0.49% (1 student). Based on these results, it can be seen that students' attitudes towards the implementation of the school literacy movement when viewed from the component of the achievement target are in the category of strongly agree and agree.

Discussion

Literacy can be interpreted as the ability to read, write, view, and design things accompanied by critical thinking skills that cause a person to communicate effectively and efficiently so as to create meaning in their world (Kharizmi, 2015). Literacy is a necessity for society that we cannot deny, especially in the era of technology and information. Literacy or reading and writing activities are the main things that everyone has (Inten, 2017). People who have made literacy a necessity, one of which is people who like to read. People who like to read, we can see from their daily lives where at any time, opportunity, and place they will definitely do reading activities. People who like to read can get many benefits, including increasing their ability to read or understand a passage, improve their ability to think critically, think analytically, think creatively, think innovatively, improve their ability to solve problems, and improve their other abilities related to reading something they read. People who make literacy a necessity in general and who like to read in particular will have a good character which is reflected by their behavior in solving a problem. Where those who like to read will have good language skills that can be used wisely in solving a problem in a peaceful way, not by means of violence.

But in reality the Indonesian people have not made literacy a necessity because it is still very rare for Indonesian people who like to read every week. This is in line with what was stated by Tunardi (2018) where he stated that Literacy Culture has not been deeply rooted in our nation's culture. People watch or listen more often than read let alone write. In addition, based on BPS data in 2012, it can be seen that only 15.06% of Indonesians over the age of 10 (rural and urban residents) read newspapers for a week. Meanwhile, only 6.92% of people read magazines or tabloids, 5.01% of story books, 20.49% of school textbooks, only 14.08% of knowledge books, and only 17.03% of others who read. (BPS Data on Proportion of Population Age 10 and Over Who Read During the Last Week by Province, Type of Reading, and Type of Region, 2012, quoted from https://www.bps.go.id/linkTabelStatis/view/id/1521 At least The people who enjoy reading show that their reading interest and culture are also low, and if their reading interest is low, their reading ability will also be low.

Based on the results of the 2011 Progress International Reading Literacy Study (PIRLS) test that evaluates students' reading abilities, it can be seen that Indonesia is ranked 45th out of 48 participating countries. Meanwhile, a survey evaluating the reading ability of 15-year-old students conducted by the Program for International Student Assessment (PISA) in 2009 and 2012, showed that the reading ability of Indonesian students, which was originally ranked 57th in PISA 2009, turned out to be PISA 2012 has dropped its ranking, which is 64th

out of 65 participating countries. (Wiedarti, et.al, 2016: 2). In addition to the 2009 and 2012 PISA data, there is also 2015 PISA data. From the 2015 PISA results, it can be seen that the reading ability of Indonesian students is ranked 62 out of 70 participating countries (OECD, 2016: 5).

In order to increase the interest and reading ability of the Indonesian people in general and students in particular, the government issued a new program, namely the School Literacy Movement Program. The school literacy movement is an effort that is carried out in a comprehensive and sustainable manner to make schools a learning organization whose citizens are literate for life through public involvement. The school as a literate learning organization is a fun and child-friendly school where all its citizens show empathy, care, curiosity and love of knowledge, are good at communicating and can contribute to their social environment (Fath, Solina, Isma, & Rahmawan, 2018). This study aims to find out how students' attitudes towards the implementation of the school literacy movement are seen from four criteria, whether they strongly agree, agree, disagree, or even strongly disagree with the implementation of the school literacy movement program.

Based on the results of data analysis on students' attitudes towards the implementation of the literacy movement, overall it can be seen that students' attitudes towards the implementation of the school literacy movement are in the category of agreeable attitudes. Of the 205 students who became respondents in this study, there were at most 131 students (63.90%) who were on the criteria of an agreeable attitude, followed by 48 students (23.41%) who were on the criteria of a strongly agree attitude, then there were 25 students (12.20%) who are on the criteria of attitude that do not agree, and finally there is 1 student (0.49%) who are on the criteria of attitude that strongly disagree. Based on this explanation, it can be seen that there are still 26 students (12.69%) who do not agree with the implementation of the school literacy movement.

When viewed from the research instrument, in general this can occur due to several factors related to the components of the implementation of the school literacy movement which include the implementation of literacy which is still relatively new, the school's lack of maximum cooperation with other parties related to the implementation of literacy in schools, implementation literacy activities that seem monotonous and boring, capacity building in terms of providing socialization, workshops, mentoring, and the provision of facilities, infrastructure, and funding that are less than optimal, literacy targets that have not been fully achieved, as well as good opinions/beliefs, emotional tendencies and tendencies students act on the implementation of the school literacy movement. This is reinforced by Wulandari (2017: 113-114) which states that the supporting factors for implementing literacy policies include the allocation of sufficient time and funds for the implementation of school literacy activities, teachers have sufficient literacy spirit, and all school members are actively involved in the implementation. program. While one of the inhibiting factors is the implementation of the literacy program which is too monotonous and there is no evaluation of the various programs implemented.

In addition, there are other inhibiting factors in the implementation of the school literacy movement, these factors include First, the low awareness of teachers about the importance of literacy activities so that it affects the implementation of their responsibilities in implementing school literacy movement programs. Second, it is difficult to find enrichment books that are appropriate to the child's developmental level. Third, teachers who should act as models but are lazy in reading books and do not understand examples of the application of the literacy movement. And fourth, the lack of school funds that can be allocated to implement the school literacy movement program (Batubara and Ariani, 2018).

The above limitations are also in line with what was expressed by Trini Haryanti (2011: 3), that several inhibiting factors for increasing interest in reading in today's society, among others, are the scarcity of interesting children's books published in the country, and the lack of availability of parks. free reading with a complete and interesting collection of books. This is made worse by the teachers or educators, students and parents who should agree to carry out this literacy movement with a sense of responsibility. But in reality, some of these elements do not support this literacy activity (Agustin and Cahyono, 2017). According to Ansyori (2016: 1), GLS is a comprehensive effort that involves all school members, namely teachers, students, parents/guardians, who are part of the education ecosystem. They are expected to be the driving force behind the success of this movement. As part of the educational ecosystem, their role is very important. They are the driving force in this activity. The cooperation of all these elements is very much needed to carry out an integrated and effective joint movement.

Based on all the things that have been explained above, it is necessary for the overall active role of the school to improve the quality of the implementation of the school literacy movement. Improving the quality of the implementation of the school literacy movement, among others, can be done through: (1) Improving the quality of school collaboration with other parties such as parents, community, alumni, and the business world to hold an activity or literacy festival (book bazaar, literacy competition, book review, and so on). etc); (2) Improving the quality of the implementation of the school literacy movement by encouraging the school literacy movement and providing facilities and infrastructure that can support the successful implementation of literacy in schools (providing reading books, bookshelves in each class, reading corner/literacy corner, and so on); (3) Improving the quality of the implementation of the school literacy movement by directly involving the role of guidance and counseling teachers related to the selection of reading books that are in accordance with the developmental stage of students which can increase students' respect, empathy, and concern for others.

This is in accordance with what was stated by Batubara and Ariani (2018) where to support the successful implementation of the school literacy movement, the school needs to (1) add enrichment books in schools for the purpose of filling reading corners and other reading areas. The efforts made by schools to increase the number of enrichment books in schools are by making a proposal to the Education Office to obtain a grant for literacy facilities or books through the Special Allocation Fund (DAK). The government will usually provide library assistance funds based on incoming proposals. Therefore, it is very

important for schools to make proposals to increase library collections as part of literacy facilities. In addition, the school can also buy books using BOS (School Operational Assistance) funds or invite alumni and parents of students to donate books to the school. In addition to these three things, the school also needs to improve the quality of the implementation of the school literacy movement by increasing the types of literacy activities carried out in schools so that literacy activities do not seem monotonous and boring.

This is in accordance with the opinion of Batubara and Ariani (2018) where in literacy activities, it is necessary to carry out various forms of literacy activities such as reading 10-15 minutes before the lesson begins, monitoring the progress of students using reading journals, promoting writing activities, and holding skills competitions. student literacy. This is in line with Wulandari's opinion were the results of his research explain that competitions and awards can stimulate the enthusiasm of students in carrying out reading and writing activities. Therefore, teachers can motivate students by giving awards to students who demonstrate literacy skills. For example, this month's favorite readers, best storytellers, best short story writers, best poetry writers, and selection of library ambassadors (Wulandari, 2017). The researcher admits that this research is not without limitations or obstacles in its implementation.

Limitations or obstacles in this study include that this study only uses one type of data collection instrument, namely in the form of an attitude measurement scale which according to the researcher still needs to be further developed in terms of preparing statement items. In addition, in the research that has been conducted, the researcher only examined students' attitudes towards the implementation of the school literacy movement without providing any action or treatment related to how to improve students' attitudes towards the implementation of the school literacy movement. Then, the researcher was also unable to observe one by one the seriousness of the students in filling out the instrument, in the form of a scale of attitude measurement about the implementation of the school literacy movement because of the large number of respondents involved in this study and the limitations of time, energy, and research costs. And lastly, the researcher was unable to provide an instrument in the form of this attitude measurement scale to class X students because at the time of conducting the research, class X students had never participated in the implementation of the school literacy movement.

Conclusion

Based on the results of data analysis on students' attitudes towards the implementation of the school literacy movement, overall it can be seen that students' attitudes towards the implementation of the school literacy movement are on the criteria of an agreeable attitude. Of the 205 students who became respondents in this study, there were at most 131 students (63.90%) who were on the criteria of an agreeable attitude, followed by 48 students (23.41%) who were on the criteria of a strongly agree attitude, then there were 25 students

(12.20%) who are on the criteria of attitude that do not agree, and finally there is 1 student (0.49%) who are on the criteria of attitude that strongly disagree. Based on this explanation, it can be seen that there are still 26 students (12.69%) who do not agree with the implementation of the school literacy movement in Yogyakarta.

Furthermore, based on the results and discussions that have been explained, the implications of this research are the attitude of students towards the implementation of the school literacy movement can be said to be good but it can still be improved. The school can improve the quality of its collaboration with parents, the community, alumni or even the business world to improve the quality of the implementation of the school literacy movement. In addition, schools can also improve the quality of the implementation of the school literacy movement by increasing the variety of literacy activities carried out so that the implementation of literacy activities does not seem monotonous and boring, such as holding literacy festivals such as book reviews, inviting writers, and holding literacy competitions. Then, the school can also improve the quality of the implementation of the school literacy movement by providing comfortable reading rooms and bookshelves in each class so that students can place their books and literacy journals on the shelves (Hapsari, 2021). With this shelf, it is hoped that there will be no more students who reason not to bring non-lesson books for literacy activities and student literacy journals should be recorded so that literacy journals are not scattered and even lost. In addition, the researcher also hopes that all teachers and school employees will also provide a model by being actively involved in every literacy activity that is carried out, including participating in reading non-lesson books for fifteen minutes before KBM begins, providing an understanding of the importance of literacy skills in this century. 21st, and participate in choosing reading books that are appropriate to the developmental stage of the students. And finally, the researcher hopes that this research can be a reference for other researchers in the future, who will raise the same theme but with a different research point of view. Thus, the results of this study and those that follow are expected to complement each other and cover each other's shortcomings.

References

Agustin, S. & Cahyono, B.E.H. (2017). Gerakan literasi sekolah untuk meningkatkan budaya baca di SMA Negeri 1 Geser. *ILinguista*, 1(2), 55-62. (http://doi.org/10.25273/linguista.v1i2.1973)

Ansyori, H. R. (2016). *Menumbuhkan minat baca sebagai upaya meningkatkan kualitas sumber daya manusia*. Retrieved from http://imadiklus.com/menumbuhkan-minatbaca-sebagai-upaya-meningkatkan-kualitas-sumber-daya-manusia/.   (Diakses tanggal 14 Februari 2020).

Arnold, R., Prijana, P., & Sukaesih, S. (2015). Potensi membaca buku teks: studi pada mahasiswa program studi ilmu perpustakaan fakultas ilmu komunikasi universitas padjajaran Bandung. *Jurnal Kajian Informasi dan Perpustakaan.* 3(1), 81-87. (https://doi.org/10.24198/jkip.v3i1.9491)

Azwar, S. (2012). *Reliabilitas dan validitas*. Pustaka Pelajar.

Badan Pusat Statistik. (2012). *Indikator Sosial Budaya 2003, 2006, 2009, dan 2012*. Retrieved from https://www.bps.go.id/linkTabelStatis/view/id/1524.

Badan Pusat Statistik. (2012). *Proporsi penduduk berumur 10 tahun ke atas yang membaca selama seminggu terakhir menurut provinsi, jenis bacaan, dan tipe daerah, 2012*. Retrieved from https://www.bps.go.id/linkTabelStatis/view/id/1521. (Accessed in 10 Februari 2020).

Batubara, H.H & Ariani, D.N. (2018). Implementasi program gerakan literasi sekolah di sekolah dasar negeri gugus sungai milai banjarmasin. *JPSD.* 4(1). 15-29. (http://dx.doi.org/10.30870/jpsd.v4i1.2965)

Cabiles, R. C. (2022). Lived Experiences and Philosophies: Basis for Life Skills Guide for Beginning Teachers. *International Journal of Research in Education*, *2*(1), 13-37.

Fath, Z.A., Sholina, A., Isma, F., & Rahmawan, D.I. (2018). Kebijakan gerakan literasi sekolah: konsep dan implementasi. *Jurnal Pendidikan Madrasah Ibtidaiyah.* 1(2), 339-353. (https://doi.org/10.36768/abdau.v1i2.19)

Hapsari, F. R. (2021). A remote reading literacy for senior high school: A voice from students. *International Journal of Research in Education*, *1*(2), 103-109.

Haryanti, T. (2011). *Meningkatkan budaya baca.* Cited from http://www.triniharyanti.id/2011/09/meningkatkan-budaya-baca.html. (accessed in 10 February 2020).

Inten, D.N. (2017). Peran keluarga dalam menanamkan literasi dini pada anak. *Jurnal Pendidikan Anak Usia Dini.* 1(1), 23-32. (https://doi.org/10.29313/ga.v1i1.2689)

Kalida, M., dan Mursyid, M. (2015). *Gerakan Literasi Mencerdaskan Negeri*. Yogyakarta: Aswaja Pressindo.

Kharizmi, M. (2015). Kesulitan siswa sekolah dasar dalam meningkatkan kemampuan literasi. *JUPENDAS*. 2(2), 11-21.

Nafisah, A. (2014). Arti penting perpustakaan bagi upaya peningkatan minat baca masyarakat. *Jurnal Perpustakaan Libraria*, 2(2), 69-81. (http://dx.doi.org/10.21043/libraria.v2i2.1248)

Novitasari, Y. (2016). *Bimbingan dan Konseling Belajar (Akademik).* Bandung: Alfabeta.

Nurdiyanti, E., & Suryanto, E. 2010. Pembelajaran literasi mata pelajaran bahasa indonesia pada siswa kelas v sekolah dasar. *Paedagogia*, 13(2), 115–128. (https://doi.org/10.20961/paedagogia.v13i2.36000)

OECD. (2016). *PISA 2015 Results in Focus.* OECD. (accessed in 10 Februari 2020).

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti, (Diakses tanggal 14 Februari 2020).

Pradana, B. H., Fatimah, N., & Rochana, T. (2017). Pelaksanaan gerakan literasi sekolah sebagai upaya membentuk habitus literasi siswa di SMA Negeri 4 Magelang. *SOLIDARITY*, 6(2), 167–179.

Rahayu, Wahyuningsih. (2015). *Model Pembelajaran Komeks: Bermuatan Nilai-Nilai Pendidikan Karakter Aspek Membaca Intensif di SD*. Jakarta: Deeppublish.

Rohman, S. (2017). Membangun budaya membaca pada anak melalui program gerakan literasi sekolah. *Jurnal Pendidikan dan Pembelajaran Dasar.* 4(1), 151-174. (https://doi.org/10.24042/terampil.v4i1.2118)

Sugiyono. (2016). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* Bandung: Alfabeta.

Sukaesih. (2012). *Kemampuan membaca dalam konteks information literacy.* FIKOM UNPAD.

Thompson, S., Provasnik, S., Kastberg, D., Ferraro, D., Lemanski, N., Roey, S., & Jenkins, F. (2012). *Highlights from PIRLS 2011: Reading achievement of us fourthgrade students in an international context.* National Center for Education Statistics.

Tunardi. (2018). Memaknai peran perpustakaan dan pustakawan dalam menumbuhkembangkan budaya literasi. *Jurnal Perpustakaan Nasional Republik Indonesia*, 5(3), 68-79. (https://doi.org/10.37014/medpus.v25i3.221)

Undang-Undang Dasar Negara Republik Indonesia Tahun 1945. (Diakses tanggal 1 Februari 2020).

UNESCO (United Nations Educational, Scientific and Cultural Organization). (2006). *Education for All: Literacy for Life (EFA Global Monitoring Rapport 2006)*. France: UNESCO Publishing.

Widayako, A., Koes, S., & Muhardjito. (2018). Analisis program implementasi gerakan literasi sekolah (gls) dengan pendekatan goal-based evaluation. *Jurnal Pemikiran dan Penelitian Pendidikan.* 16(1), 78-92.

Wiedarti, P., Laksono, K., Retnaningdyah, P., Dewayani, S., Muldian, W., Sufyadi, S., Roosaria, D.R. Faizah, D.U., Sulastri, Rahmawan, N., Rahayu, E.S., Yusuf, R.A., dan Antoro, B. (2016). *Desain induk gerakan literasi sekolah*. Dirjen Dikdasmen, Kemendiknud.

Wulandari, R. (2017). *Implementasi Kebijakan Gerakan Literasi Sekolah di Sekolah Dasar Islam Terpadu Lukman Al Hakim Internasional*. (Skripsi). Program Studi Kebijakan Pendidikan. Jurusan Filsafat dan Sosiologi Pendidikan. Fakultas Pendidikan. Universitas Negeri Yogyakarta. (Diakses pada tanggal 1 Februari 2020).

Interpersonal Meaning Analysis of *The Weeknd* Song Lyrics in *After Hours*' Album

Andhika Putra Daryanto[1*], Arso Setyaji[2], Entika Fani Prastikawati[3]

[1,2,3] *Universitas PGRI Semarang, Indonesia*

Corresponding author's email: andhikapd1730@gmail.com mailto:name@xxxx.com

ARTICLE INFO	ABSTRACT
	The song is one of the mediums to deliver a speaker's feelings. There is a lot of songwriters that write interesting song lyrics. There is always a story behind the song. This research aims to (1) describe the mood types used in the song lyrics of The Weeknd album After Hours, (2) find the actualization of the interpersonal meaning in the song lyrics of The Weeknd album After Hours, (3) analyze the contribution of interpersonal meaning used in the song lyrics of The Weeknd album After Hours. This research belongs to descriptive qualitative. The following steps, it applied was the first, this research looked for the songs of The Weeknd album After Hours, the second, this research listened to the songs, then looked for the song lyrics script of The Weeknd album After Hours, the fourth, this research identified the clauses of The Weeknd album After Hours based on Halliday's theory. From the analysis it is found there are two mood types in The Weeknd's album After Hours. The mood types are declarative mood and imperative mood. The declarative mood is the most dominant mood type with 127 clauses from 144 clauses total and the rest 17 clauses belong to the imperative mood. The actualization of interpersonal meaning in the song lyrics of The Weeknd's album After Hours was by wordings of the clause based on the elements of interpersonal meaning, such as mood, residue, and also modality.

Introduction

Humans and language have a strong bond in this life. Human is destined as social being which means need other to undergo this life. The center of human communication is language as it is used for varieties of functions on a daily. It is almost impossible during a day without communication. In that process, language comes as a tool to help humans to communicate with each other. (Adegbite, 2019) Adegbite, (2019)states that language is non-natural and the purest human way of delivering ideas emotions, and desires through a voluntary system that created a symbol.

There are three main kinds of language introduced by Jennings et al., (2015): ideational meaning, interpersonal meaning, and textual meaning. Interpersonal meaning (influenced by the tenor of discourse) is meaning that expresses a speaker's feelings. This is a meaning for acting with others and they are realized through mood and modality. Textual meaning (influenced by the mode of discourse) is meaning that expresses the relation of language to

its environment: verbal and non-verbal. This meaning is accomplished through patterns of theme and cohesion.

Based on those meanings, Interpersonal meaning is meaning that expresses a speaker's perspectives and perceptions. Music is often chosen as a medium to express and distribute their feeling. it is also because humans have a sense of music. Essentially, the musician creates music not only to entertain but also to communicate through expressing or sharing his/her feeling with others. A human being makes music to express his/her feeling whether it is sad or happy. Thus, music has been called the language of emotions and the activity of listening to music is certainly a part of ordinary life Ariska et al.,(2019). The musician usually combined a piece of music with a word chain called lyric. When the music and the lyric are combined, they will form a song.

This research is aimed to find out the actualization of interpersonal meaning through the mood element and modality of the song lyric of *The Weeknd's* album *After Hours*. This research is important to be conducted since this album has won a Juno award in 2021, which means there are a lot of people who like the song. Through this research, the meaning of the song lyric clauses was unveiled and the result can be taken as a further SFL approach.

Systemic Functional Linguistic is a study of language which broadened by M.A.K. Halliday. It views language basically as a resource for exploring and understanding the meaning in discourse Halliday et al., (2014). Halliday et al., (2014) introduce three functional modes of the meaning of language from the point of semantic system: 1) ideational (experiential and logical); 2) interpersonal, and 3) textual which become a fundamental component of meaning in language. Halliday et al., (2014) explain that 'whereas in its experiential meaning language is a way of reflecting, in its interpersonal meaning language is a way of acting'. Interpersonal meaning examines language from the standpoint of its role in social communication. When speaking, the speaker takes on a certain speech role, expecting the interlocutors to take on a complimentary part that the speaker desires the listeners to play in turn. For example, when a speaker provides knowledge to the listener, she is automatically asking him to receive it.

Gerot and Wignell, (1995) describe that there are four basic types of speech roles that come from the combination of giving and demanding: (a) giving goods and services (offer); (b) giving information (statement); (c) demanding goods and services (command); (d) demanding information (question). These four basic types of speaking roles in a conversation process are selected and applied by the speakers when they want to communicate with the interlocutors. The understanding of the communicative exchange in terms of interpersonal meaning is using mood structure alongside the mood, finite, and residue (Hadiani, 2019). The mood component contains two parts; the Subject, accomplished by a nominal group, and the finite in the form of a verbal group encoding the first tense or the speaker's opinion. The finite itself has two major interpersonal roles; a time signal associated with the speaker, or a sign of modal concerning the speaker's opinion (Hadiani, 2019). An indication of residue is formed from predicator by which of the infinite

verb, complement within the form of a noun or nominal group, and adjuncts in the form of adverbial group, and a prepositional phrase (Hadiani, 2019).

This research has used a theory from Eggins, (2004) about the relation between the speech function and mood types in the process of actualization of interpersonal meaning in the song lyrics of *The Weeknd's* album *After Hours.*

Research Methods

This research belongs to descriptive qualitative research. This type is one kind of research included in qualitative research. This research will attempt to describe the interpersonal meaning in the lyrics of *The Weeknd's* album *After Hours* that is actualized in the system of mood and modality without making any calculation or enumeration. According to Cresswell (2016) he states that the goal of qualitative research is to investigate and comprehend the meaning of groups or individuals who are significant to human or societal problems.. Ary, et.al, (2010) also state that the qualitative research goal is to get a depth of understanding of the data.

The object of this research is four song lyrics from *The Weeknd's* album *After Hours.* According to Tijani et al., (2019), Qualitative research relies heavily on the researcher. The researcher serves as the data collection instrument. It indicates that the researcher determines what type of data to acquire when collecting data. The researcher employed an observation approach to collect the data. The method of observation is useful for observing language use. Janowicz et al.,(2019) state that the observation approach is carried out by observing that language. The researcher employed the indirect observation approach to acquire data in this study. The researcher used this method since he used his phone and internet to get the four-song lyrics in the *After Hours* album entitled *heartless, blinding the lights, in your eyes,* and *save your tears.* according to O'Kane et al., (2021), Qualitative research is inductive in methods. It is a process of reasoning that follows a reverse path – observation precedes theory, hypothesis, and interpretation. The researchers let the data give information to them. Qualitative methods employ observations, interviews, and/or the analysis of some types of text. The text includes spoken words, visual representations, written text, or a cultural group. Those three ways employed in qualitative methods are analyzed for meanings and themes. In this research, the researcher employed the content analysis in written words of the four-song lyric of *The Weeknd's* album *After Hours* to find the actualization in terms of interpersonal meaning. The followings were the steps of the data analysis of this study:

1. The researchers read those four song lyrics of *The Weeknd's* album After Hours entirely.
2. The researchers analyzed the mood types of those four song lyrics of *The Weeknd's* album After Hours.
3. The researchers analyzed the actualization in terms of interpersonal meaning in the song lyrics of *The Weeknd's* album After Hours.

Table 1 The Form of the Datasheet of Interpersonal Meaning Analysis in the four-song lyrics of *The Weeknd* album After Hours

o	Code	Clause	Interpersonal meaning					Mood types			Modality			Speech function
			Mood		Residue			Dec.	Imp.	Int.	H	M	L	
			S	F	P	C	A							
35	IM/SL2/C.35	I lost my heart and my mind	I	lost		my heart and my mind		✓						Indicative; declarative; proposition

Note:

IM	: Interpersonal Meaning	Dec.	: Declarative
SL2	: Song Lyric 2	Imp	: Imperative
C.35	: Clause 35	Int.	: Interrogative
S	: Subject	H	: High
F	: Finite	M	: Median
P	: Predicator	L	: Low
A	: Adjunct		

4. The researcher made the result of total mood types into percentages and a chart

$$P = \frac{F}{N} \times 100\%$$

P= Percentages

F= Frequency of mood type

N= Number of cases (total clauses in each song lyric)

5. The researcher described the contribution of interpersonal meaning used in the lyrics of *The Weeknd's* album After Hours in the SFL (Systemic Functional Linguistics) approach

6. The researcher interpreted the data taken from the result of the analysis. After that, the researcher concluded and gave suggestions based on the findings of the research.

Findings

This research is aimed to explain (1) the mood types used in the song lyrics of *The Weeknd* album *After Hours*, (2) the actualization of the interpersonal meaning in the song lyrics of *The Weeknd* album *After Hours,* (3) the contribution of interpersonal meaning used in the song lyrics of *The Weeknd* album *After Hours*.

1. The Mood Types Used in the Song Lyrics of *The Weeknd* Album *After Hours*

As shown in Table 2, 144 clauses had found in the four-song lyrics of the After Hours album and the mood types that appear in those four-song lyrics are declarative mood and imperative mood. In song lyric 1 entitled (Blinding the Light), the songwriter only uses declarative mood in the song. It indicates that in song lyric 1 (Blinding the Light) the songwriter focuses on states or declares something to the listener or reader through this song. The clauses in song lyric 1 (Blinding the Light) are matched with the theory of declarative mood, the songwriter through this song gives a piece of information about his condition.

In song lyric 2 entitled "Heartless", the declarative mood is the most dominant mood type, while the less dominant is the imperative mood. in song lyric 2 (Heartless), the songwriter indicates that he wants to provide information than give a command. The

information is about his personality, through this song he tells that he is a heartless person.

In song lyric 3 entitled "In Your Eyes", the declarative mood is only the mood type that appears. In song lyric 3 (In Your Eyes) the songwriter indicates wants to declare something through this song. This song is giving information about someone that hides pain in him/herself.

In song lyric 4 "Save Your Tears", the declarative mood becomes the dominant mood type than the imperative mood. Although the dominant mood type is declarative mood, the frequency of the imperative mood is not far enough from the frequency of declarative mood, this condition implies that the songwriter wants to deliver information and also demand a command.

Table 2 The Result of Mood Types in Four Song Lyrics in the After Hours Album

Types of mood	Song lyric 1 (Blinding the Light)	Song lyric 2 (Heartless)	Song lyric 3 (In Your Eyes)	Song lyric 4 (Save Your Tears)	Total
1. Declarative mood	29	44	37	17	127
2. Interrogative mood	0	0	0	0	0
3. Imperative mood	0	5	0	12	17
Total	29	49	37	29	144

2. The Actualization of the Interpersonal Meaning in the Song Lyrics of *The Weeknd* Album *After Hours*

Table 3 shows the modalities found in the four-song lyric in the After Hours album. In those four song lyrics, a different value of modality is realized from the clause that might have to convey different kinds of assertiveness through the interpersonal relationship between the speaker and listener. the use of expressions related to a high modality such as 'can't' indicates an obligation that aims to increase the power of a claim. The speaker positions himself higher than the listener to show high certainty about the event. Then, median modality such as 'will' indicates inclination which aims to express willingness from the action. It means that the speaker tends to relate his certainty about telling the story of the meanings conveyed in the song lyrics. Last, a low modality which is realized by 'can' indicates a capability that aims to minimize the speaker's judgment about his possibility to allow the listener to relate the information and also 'sometimes' indicates usuality which aims to show how often the information happen. Modality also plays an important role in terms of carrying out the interpersonal meaning from the clauses that show what kind of value the proposition is valid.

Table 3 The Modality found in the four-song lyric of the After Hours Album

No	Song lyrics	Values of Modality		
		High	Medium	Low
1	Blinding the Light	Can't	Will	Can
2	Heartless	-	-	-
3	In Your Eyes	-	Would	Can
4	Save Your Tears	-	-	Could

The followings are examples of the actualization of interpersonal meaning analysis in the song lyrics of *The Weeknd's* album After Hours.

Table 4 The Actualization of Interpersonal Meaning in Song Lyric 1 Clause 9

I	can't	see	clearly when you're gone
Subject	Finite	Predicator	Mood adjunct
Mood		Residue	

Indicative; declarative; proposition

The analysis of interpersonal meaning shows the clear structure of the clause. The interpersonal meaning is actualized from the system of mood and residue.

Mood consists of the subject and the finite. A subject is a nominal group while the Finite is part of a verbal group. Therefore, in "I can't see clearly when you're gone", I am subject; meanwhile, can't is finite. A subject is a nominal group with which a personal pronoun. Meanwhile, the finite element "can't" is a verbal operator expressing tense and modality. The modality "can't" is categorized in high values modality. The use of "can't" indicates an obligation that aims to increase the power of the claim. The sign "Indicative; declarative; proposition" indicates that the songwriter or singer wants to give information to the listener or reader about the songwriter's condition when someone left him. This research finding on the use of declarative mood is in line with Halliday and Matthiessen, (2004) who state declarative mood is the characteristic expression of a statement.

Table 5 The actualization of interpersonal meaning in song lyric 2 clause 37

I	thought		I lost you	this time
Subject	Finite	Predicator	Complement	Cir. Adjunct
Mood			Residue	

Indicative; declarative; proposition

The actualization of interpersonal meaning in song lyric 2 can be seen through the mood element. The mood element includes the subject "I" and finite "thought". In this clause, finite is fused with the predicator. While the residue consists of circumstantial adjunct "this time". The sign "Indicative; declarative; proposition" indicates that the songwriter or singer wants to give information to the listener or reader about his mind.

Table 6 The Actualization of Interpersonal Meaning in Song Lyric 3 Clause 8

I	can	tell	what you done
Subject	Finite	Predicator	Complement
Mood		Residue	

Indicative; declarative; proposition

Since the mood element consists of the subject and the finite. A subject is a nominal group while the finite is part of a verbal group. Therefore, in "I can tell what you done", "I" is the subject; meanwhile, can is finite. A subject is a nominal group with which a personal pronoun. Meanwhile, the finite element "can" is a verbal operator expressing tense and modality. The modality "can" is categorized as low values modality. The use of "can" shows

the ability to do something. The sign "Indicative; declarative; proposition" indicates that the songwriter or singer wants to give information to the listener or reader about someone's actions.

Table 7 The Actualization of Interpersonal Meaning in Song Lyric 4 Clause 12

save		your tears	For another day
Finite	Predicator	Complement	Circumstantial adjunct
Mood		Residue	

Imperative; proposal

In this song lyric 4 clause, the mood element is just carried by the finite (save). In this clause, finite is fused with the predicator (save). While the residue consists of circumstantial adjunct "for another day". The sign "imperative; proposal" indicates that the songwriter or singer wants to demand someone to do something through this song. This research finding of the use of imperative mood is in line with Putri and Mahdi, (2018) who state imperative mood might consist of subject+ finite, subject only, even no mood but will always be predicator.

3. The Contribution of Interpersonal Meaning Used in the Song Lyrics of *The Weeknd* Album *After Hours*.

The contribution of interpersonal meaning used in the Song Lyrics of *The Weeknd* Album *After Hours* in the SFL approach is to help the students easier and more interesting to analyze the interpersonal meaning of the song lyrics whether it is their favorite song or their favorite singer. *The Weeknd* is the favorite singer recently, so that's why analyzing his songs become easier and more interesting. Besides that, song lyric also provides a context for interesting and effective focuses grammar practice. Some students consider that grammar is difficult, but it will be easier if we do that by the interesting media that we like very much, such as songs.

Conclusion

This research aims to answer the following questions. To answer the first question, it could be concluded that there are two mood types namely declarative and imperative moods in the four-song lyric of *The Weeknd's* album *After Hours*. The most used mood type in these song lyrics is declarative mood. In song lyric 1 (Blinding the Light), the declarative mood appears 29 times of the total 29 clauses, so that there is no imperative mood. In song lyric 2 (Heartless), from 49 total clauses, the declarative mood becomes the most dominant mood with 44 clauses found, meanwhile the 5 clauses belong to the imperative mood. In song lyric 3 (In Your Eyes), the declarative mood is the only mood type found with 37 clauses of 37 clauses total, therefore there is no imperative mood. The last song lyric is song lyric 4 entitled "Save Your Tears". This song lyric has 29 clauses. The frequency of declarative mood and imperative mood is close. The clauses that represent declarative mood are 17 clauses and the 12 clauses left are representative of the imperative mood. From song lyric 1 until song lyric 3, the songwriter means to give information to the listener or reader. Song lyric 4 is an

exception, although the frequency of declarative mood is more than imperative mood, through this song the songwriter means to demand a command. To answer the second question, it could be concluded that the actualization of interpersonal meaning in *The Weeknd* song lyrics in the *After Hours* album was by wordings of the clause based on the elements of interpersonal meaning, such as mood, residue, and also modality. To answer the third question, it could be concluded that the contribution of interpersonal meaning used in the song lyrics of *The Weeknd* album *After Hours* in SFL teaching can be realized by using this result of the research as a reference for the teaching approach and help the students easier to study SFL, especially interpersonal meaning used in a recent hype song.

References

Adegbite, T. (2019). Conflict and resolution: the roles of language, culture, gender and literature. *Retrieved online 23rd February*.

Ariska, R., Nirwana, R., & Cahyani, Y. D. (2019). Interpersonal meaning of adele song lyrics in 21'album: the study of systemic functional linguistics. *TheGIST*, *1*(1). DOI:https://doi.org/10.53675/gist.v1i1.35

Fitri, A. L., Setyaji, A., & Sodiq, J. (2021, March). Analysis of interpersonal meaning of minister of education and culture's speech at the celebration of national teacher's day in 2019. In *Proceeding of English Teaching, Literature and Linguistics (ETERNAL) Student Conference* (Vol. 1, No. 1, pp. 490-506).

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Eggins, S. (2004). *Introduction to systemic functional linguistics*. A&c Black.

Foley, J. A. (2014). Halliday's Introduction to Functional Grammar. *The New English Teacher*, *8*(1), 162.

Hadiani, D. (2019). Interpersonal Meaning in Students' Explanation Texts. *JELE (Journal of English Language and Education)*, *5*(1), 12. https://doi.org/10.26486/jele.v5i1.742

Halliday, M. A. K., Matthiessen, C. M., Halliday, M., & Matthiessen, C. (2014). *An introduction to functional grammar*. Routledge.

Janowicz, K., Haller, A., Cox, S., … D. L. P.-J. of W., & 2019, undefined. (n.d.). SOSA: A lightweight ontology for sensors, observations, samples, and actuators. *Elsevier*. Retrieved April 7, 2022, from https://www.sciencedirect.com/science/article/pii/S1570826818300295

O'Kane, P., Smith, A., & Lerman, M. P. (2021). Building Transparency and Trustworthiness in Inductive Research Through Computer-Aided Qualitative Data Analysis Software. *Organizational Research Methods*, *24*(1), 104–139. https://doi.org/10.1177/1094428119865016

Putri, G. J., & Mahdi, S. (2018). Mood Analysis of Financial Services Taglines : a Systemic Functional Linguistic Approach. *UI PROCEEDINGS on Social and Humanities*, *2*(C), 1–4.

Tijani, N., Logistics, O. P.-J. of, and, I., & 2019,   undefined. (2019). Challenges and opportunities in organizational operations and research methods. *Researchgate.Net*, *6*(2),   23–42.   https://www.researchgate.net/profile/Olusoji-Popoola-2/publication/358128132_Challenges_and_Opportunities_in_Organizational_Operations_and_Research_Methods/links/61f15c44dafcdb25fd5270e2/Challenges-and-Opportunities-in-Organizational-Operations-and-Research-Methods.pdf

Leadership Behavior and Challenges of Swimming Coaches in the Province of Albay

Sarah Jane Ballaran Labarda, [1*]

[1] *Bicol University Institute of Physical Education, Sports and Recreation, Philippine*

*Corresponding author's email: sjblabarda@bicol-u.edu.ph

ARTICLE INFO	ABSTRACT
	This study aims to determine the Leadership Behavior and Challenges of Swimming Coaches in the Province of Albay. The participants of the study include 30 swimming coaches in the 1st and 2nd district of Albay during the school year 2017- 2019. Purposive sampling was used in this study. The researcher utilized the mixed method of research, the Quantitative and Qualitative design. Findings showed that majority of respondents are typically married men in their late 30s. Most of the swimming coaches attended the same trainings and seminars in swimming. The most or strongly observed behavior among the coaches are the training and instruction behavior and positive feedback or rewarding behavior. It only shows that they focused more on the training process towards the athlete's improvement. Autocratic behavior ranked last among the leadership behaviors. Coaches who exhibit this type of behavior must concentrate on the training process in order to enhance their athletes' results. They must be able to teach an athlete/swimmer how to learn the requisite skills. The coaching leadership style should be suited to the situation. Excellent coaches can switch between styles automatically, depending on the behavior of the athlete and the task at hand. Among the five leadership behaviors, autocratic is the least effective and the most effective is the positive feedback followed by training and instruction, democratic and social support. The swimming coaches in the Province of Albay are less practicing the democratic nor the autocratic style of coaching. The level of effectiveness of the leadership behavior showed that coaches exhibited a higher leadership style in training and instruction followed by positive feedback, social support, and democratic and low in autocratic behavior. Swimming coaches should keep their swimmers motivated whether they are losing or winning. On the other hand, during the interview, the swimming coaches in the Albay Province enumerated several issues and concerns that need immediate action or attention. The researcher developed an action plan to address the challenges faced by the swimming coaches along with democratic behavior, autocratic behavior, training behavior, social support, and positive feedback.

Introduction

Engagement in sports, especially swimming, can foster personal growth. Coaches are there to help produce positive outcomes, whether that be a win or team development and

athlete personal development (Andrew & Sanders, 2019; Adegbesan et.al., 2014; Chelladurai, 2014). They are supposed to be in a prominent position to promote active lifestyles, inclusion, and engagement in physical activity (Lambardi, 2015; Lee et.al., 2015; McNamara, 2014). This is something that takes time, which involves guidance and an understanding of the power of sports. Equipping excellent coaches to deliver these expectations and unlock athletes' potential is essential. Thus, providing trainings and resources to coaches are vital to the development and success of athletes (Wilson & Stephens, 2018; Kuuvas & Scurati, 2017; Coseteng, 2013; Vidic & Burton, 2010). The flip side is that a negative sports experience can also hinder development. Sports researchers link it with negative experiences and outcomes, such as stress, burnout, dropout and low self-esteem. That is why coaches have such an important role in the lives of athletes. It's important for athletes to understand their failures and to learn from them to reach their potentials. This makes the role of all coaches, including swim coaches, even more important (Susman, 2020; Tzetis et.al., 2018; Weathers, 2016; Torres, 2014).

Every year, United States research companies in sports industries publish research on the advances in swimming. These studies are the reason for the evolution of the sport. Kuuvas and Scurati (2017) concluded that knowledge gathered in swimming throughout the years is so great that the athletes themselves have a hard time knowing what is best for them. It is also difficult for athletes to stay up-to-date with modern advances in the sport (Cranmer et.al.,2016; Cruz, 2016; Enoksen et.al., 2014; Earhart & Kevins, 2017). In addition, some advances are so detailed that it takes a trained professional to determine if the swimmer's training and technique is ideal to reach his or her individual goals. Therefore, it stressed that a good coach has the ability and the resources to always know the latest advances in the sport (Lee et. al., 2015; Juan & Lopez, 2015) and has the skills to implement it in his athletes' training, but it takes an even better coach to have the foresight to develop his training before the rest. Coaching is integral to the success of today's athletes; thus, it is important to know how coaches can lead their teams effectively while maintaining a high satisfaction and performance rate within their swimmers (Damian, 2015; Demetriou, 2014; Ghildiyal, 2015; Goodsworth, 2018; Hanson, 2016).

In sports, leadership is also an aspect that coaches, sports leaders and heads should pay attention to. The researcher then considered it important to understand the styles and principles of leadership that coaches use. A coach must have received related knowledge on leadership and management competence (Susman, 2020, Reinhart et.al., 2017; Rodriguez, 2017; Sheldon, 2014). Coaching is also one of the fundamental pillars of the formation and development of sports teams, and their important role in the performance of the players cannot be left ignored. Coaches can create and cultivate an environment around the team that affects athlete development and team performance (Helling, 2021; Ganders, 2014; Ganoden, 2017; Hanson, 2016). Leadership behavior of coaches is a complex process and a very important strategic skill in today's society. In the sport field, coaches' leadership behavior is given with the critical value of decisive factor to the improvement of athlete and team performance (Ghildiyal, 2015; Janse, 2018; Javens, 2019; Kaya, 2015). Therefore, it is important for a coach to possess leadership ability in order to effectively guide a team.

The Philippines recognizes the importance of sports in developing the youth's great potential to become globally competitive citizens. The country puts a premium on the "Palaro" as a venue to showcase the talents of future world-class athletes. The Palarong Pambansa is an annual multi-sport event involving student-athletes from 17 regions of the Philippines. The event started in 1948, organized and governed by the Department of Education. Student-athletes from public and private schools at elementary and secondary levels can compete, provided they qualify by winning at their regional meets. For young Filipino student-athletes, Palarong Pambansa is the culmination of school sports competition, which start with local school intramural, followed by the congressional district, provincial, and regional athletic meets. The 1987 Philippine Constitution Article XIV stipulates the legal basis of the Palarong Pambansa. The Philippine constitution, Article XIV, Section 19, stipulates:

> "*The state shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors."*

Considering the quick advances of sports in different competitions such as District Meet and Provincial Meet in the Province of Albay and Philippine National Events, the importance of coaching has grown significantly. However, coaching leadership behaviors vary, ranging from very strict coaches to egalitarian coaches who take the athlete's perspective highly into account. Certain leadership styles can lead to increased performance, fulfillment and commitment. Aside from these, there are several challenges or obstacles that usually come along prior or during the Palaro. This may affect the team's or athlete's performance. The present study aimed to identify the leadership behavior and challenges among coaches of elementary and secondary schools in the Province of Albay to assess the level of effectiveness of the leadership behavior of coaches and address the challenges they faced.

Research Methods

The researcher utilized a survey questionnaire to gather the primary data. The researcher-made survey questionnaire was composed of four parts: the first part determined the profile of the swimming coaches in the Province of Albay, the second part pertained to their observed leadership behaviors, the third part tackles the effectiveness of leadership behaviors and lastly the fourth part are the challenges encountered by the swimming coaches.

Findings

Based on the data gathered, the following are the findings of the study were presented in some important highlights. First, most of the coaches ages 30-39 years old, are most

likely to be men, college graduates, less than 4 years in service, having a salary grade of between 9-16. Although the ages are comparable, the sex of the coaches is not comparable. This means that there is almost an equal number of male and female coaches in Albay. Being a coach does not affect whether you are a male or a female, and educational status as long as s/he is a college graduate. But age, civil status, years as a coach, and salary grade could be. Trainings or Seminars Attended Related to Swimming were: Regional Live-Out Seminar Training 91 on Coaching, Seminar on Sports Clinic during Palarong Panlalawigan, and Regional Training for Officiating Officials and Coaches.

The second findings is that observed leadership behavior of swimming coaches in Albay have autocratic behavior, democratic behavior, social support, positive feedback or rewarding behavior, including training and instruction behavior. But, the most or strongly observed behaviors on them is the training and instruction behavior and positive feedback. Every coach possesses a training and instruction behavior. S/he instructs an athlete how to gain the skills and teaching the techniques and the tactics of the sport he or she is coaching and recognize of swimming every contribution and accomplishment of his or her athletes.

The third findings is that the level of effectiveness of the leadership behavior revealed that Democratic, Autocratic, Training and Instruction, Social Support and Positive feedback are all effective leadership behavior according to the swimming coaches in Albay but among this five leadership behavior, autocratic is the least effective while the most effective is the positive feedback followed by training and instruction, and followed by democratic and social support. While to be a very effective leader, one must know how to give positive feedback among the athletes followed by training and instructional behavior, and must be democratic (Robert, 2015). Being an autocratic leader will not (most likely) be a very effective leader in swimming.

Furthermore, the researcher identified several challenges of swimming coaches, as follows:

    1.   Democratic Leadership Behavior

The majority of the respondents agreed that the swimmers become abusive, boastful, and overconfident that make the athletes weak because of higher expectations, also it is identified that some athletes do not have the sense of urgency and discipline in terms of training and the coach cannot make decisions without first consulting the group/ team. As it is mentioned that some athletes do not have a sense of urgency (Yust, 2008;) and discipline in terms of training and some may lead to rebellious acts.

    2.   Autocratic Leadership Behavior

Moreover, the researcher observed most of the coaches commented that in the autocratic leadership behavior, there are gaps between the athletes and the coach, one-sided decision, and fear of the athletes in informing the coach with regards to the problems encountered. The coach might also lose the team and the respect of the athletes which may result in athletes' burnout. Athletes no longer follow the instructions of the coach and become hard-headed and tend to misbehave. Some athletes are afraid to be trained by an autocratic coach (Shohani, 2017). And the blame will always be on the coach's shoulders.

3.　　Training and Instruction Coaching Behavior

It is identified that in this coaching behavior, athletes/ swimmers are too confident wherein they no longer listen to the instruction of the coach. The athlete neglects his or her duties once he or she already knows the techniques, the time, venue, and equipment of the game. An overconfident athlete that refuses to adapt new techniques and tactics. They became disobedient, hardheaded, and lack self-discipline (Chelladurai & Saleh; 2014). Also, the equipment to be used is sometimes unavailable. And some athletes do not adapt well during the training.

4.　　Social Support Behavior

The swimming coaches learn that the athletes are too dependent on the coach that sometimes it is already being abused and use it as an excuse for them to be considered regarding their favors asked to the coach. They are too dependent that they can no longer decide on their own. Also, the lack of training in terms of handling the social problems of athletes (Blick, 2019).　Lastly, as a coach, the time for his/her own family is consumed in attending to the needs of the athletes.

5.　　Positive Feedback Behavior

It is observed that the athletes become too confident and boastful because of the feedback given to them. Positive feedback makes the swimmer comfortable with what he or she is doing. And because of that they no longer exert more effort in the training knowing that they are already rewarded by their coach. Some of the athletes/ swimmers just swim because of the rewards, it is instilled in their minds that if they do their best, they will receive some rewards (Abierra, 2016; Sanchez & Anggono, 2016; Tzetis et.al.,2018). Positive feedback makes the swimmer comfortable with what he or she is doing. And because of that they no longer exert more effort in the training because they know that they are already being rewarded by their coach. As a coach he/she sometimes forgets to recognize the efforts of other athletes.

Conclusion

Based on the findings of the study, the researcher draws the following conclusions:

1. Majority of respondents are typically married men in their late 30s who have recently developed an interest in coaching swimming. To coach in any sporting event, they must be college graduates or have completed their baccalaureate degree. Furthermore, the majority of respondents received Php. 16,986.00 to Php. 30,044.00 a month, which is the salary of DepEd Teachers 1 to 3 who had worked in public schools for 5 years or less. The majority of swimming coaches attended the same preparation and seminars on swimming except at the division level. Swimming coaches focused more on the training process towards the athlete's improvement. Autocratic behavior ranked last among the leadership behaviors Kiosoglous, 2013; Kim & Cruz, 2016; Lacy, 2014). The researcher concluded that most of the swimming coaches are less practicing the democratic nor the autocratic style of coaching. The level of effectiveness of the leadership behavior showed that coaches exhibited a higher leadership style in training and instruction followed by positive feedback, social support, and democratic and low in autocratic behavior.

2. The researcher discovered the following major issues in the leadership behaviors in the Province of Albay which are as follow:

     a. A democratic coaching leadership model involves athletes in decisions on group strategies, preparation plans, game planning, and tactics for coping with the athletes' behavior. The coaches have a few problems when it comes to democratic behavior.

     b. Autocratic leadership behavior involves differences between the athletes and the coach, one-sided decisions, and athletes' fear of telling the coach about problems they experience. Athletes become hard-headed and misbehave because they no longer follow the coach's orders. The coach may also lose the team's and the athletes' confidence, resulting in burnout among the athletes.

     c. In terms of social support coaching leadership style, swimming coaches in the Province of Albay excel at advising team players and showing support to players during times of conflict. However, due to a lack of training and workshops in this field, they are not effective at promoting local and personal issues.

     d. This study's findings suggest that coaching leadership styles are linked to athlete satisfaction. There are difficulties in using a set leadership style that better suits the happiness of athletes. Not all, but the vast majority of athletes need training and instruction, additional social support, and the coach must employ a positive feedback leadership style to aid in their progress.

     e. The present undertaking proposed an action plan to address the challenges encountered by the swimming coaches.

Based on the findings of the study, the following are the possible areas of intervention suggested as recommendations that might improve the behavior and challenges of coaching leadership behaviors of the swimming coaches in the Province of Albay.

1. Swimming coach credentials should be reviewed by the Department of Education. New swimming coach candidates must be carefully screened and picked. Swimming coaches must continue to receive instruction and attend regional and national training and seminars.

2. The coaching leadership style should be appropriate for the circumstances. Excellent coaches sometimes switch between styles unconsciously, depending on the athlete's actions and the task at hand.

3. Among the rooted problems, as indicated by this research challenge to use the best and effective leadership behaviors. Coaches who exhibit this type of behavior must concentrate on the training process in order to enhance their athletes' results. They must be able to teach an athlete/swimmer how to learn the requisite skills.

4. Swimming coaches should keep their swimmers motivated whether they are losing or winning. Coach must listen to what the swimmers/athletes have to say in order to better their performance. Swimming coaches should aim to improve the athletes' success as well as the team's objectives. Coaches who are good are not only self-driven and intrinsically motivated, but they also instill that passion in their athletes.

References

Abierra (2016). Leadership Styles of Sports Coaches. University of Santa Isabel. Naga City, Camarines Sur. Sports Journal.

Adegbesan, BL, Chidi, PS, Jaiyeoba, CT, Mohammed, KE and Ekbo, AQ (2014). Leadership and Satisfaction in Tennis: Examination of Congruence, Gender, and Ability. Research Quarterly for Exercise & Sport, 72(3), 243.

Andrews, Lee and Sanders (2019). "Perceived Leadership Behavior and Motivational Climate as Antecedents of Adolescent Athlete's Skill Development". Athletic Insight: The Online Journal of Sport Psychology. July, 2019. V.7 Issue 2.

Blick, DG. (2019). The relationship among perceived coaching behaviors, perceptions of ability, and motivation in competitive age-group swimmers. Journal of Sport & Exercise Psychology, 14(3), 309 - 325.

Chelladurai, P & Saleh, SD. (2014). Discrepancy between preferences and Perceptions of leadership behavior and satisfaction of athletes in varying sports. Journal of Sport Psychology, 6, 27-41.

Chelladurai, P. (2014). Measurement of Leadership in Sport. In J. L Duda (Ed.), Advances in Sport and Exercise Psychology Measurement. Morgantown, WV: Fitness Information Technology

Coseteng, OD. (2013). A review of leadership in Sport: implications for football management. Athl Insight; 8(4):28-48.

Cranmer, WL, Anzur, QT and Sollitto, DA. (2016). The Influence of Leader Behaviors, Coach Attributes, and Institutional Variables on Performance and Satisfaction of Collegiate Basketball Teams. Journal of Sport & Exercise Psychology, 8(4), 332-346.

Cruz, UN. (2016). The development and maintenance of expert athletic performance: Perceptions of world and Olympic champions. Journal of Applied Sport Psychology, 14, 154-171.

Damian, RM. (2015). Formal vs. Informal coach education. International Journal of Sports Science and Coaching, 4, 325-335.

Demetriou, LC. (2014). Overtraining and staleness. In W.P. Morgan (Ed), Physical activity and mental health (pp. 145-160). Washington, D.C.: Taylor and Francis.

Enoksen, E., Fahlström, P. G., Tore, B., Hageskog, C., Behrend, B. & Høigaard, R. (2014). A Study of the Leadership and Coaching Behaviors of High Level Hurling Coaches. Scandinavian sport studies forum ISSN 2000-088x
volume five.

Earhart, S and Kevins, DS (2017). Contrasting leadership styles and organizational effectiveness: The case study of athletic teams. Social Science Quarterly, 70, 311-322.

Follan, RH and Driskells, WL (2017). Factors affecting Olympic performance: Perceptions of athletes and coaches from more and less successful teams. The Sport Psychologist, 13, 371-394.

Ganders, BY. (2014). Sport leadership in a cross national setting: The case of Japanese and Canadian University Athletes. Journal of Sport & Exercise Psychology, 10, 374-389.

Ganoden, AJ. et al, (2017). An integrative definition of coaching effectiveness and expertise. International Journal of Sports Science and Coaching, 4, 307-323.

Ghildiyal, CA. (2015). Coaches' Immediacy Behaviors as Predictors of Athletes' Perceptions of Satisfaction and Team Cohesion. Western Journal of Communication, 72(2), 162-179.

Goodsworth, C. (2018). The Secrets of Successful Leadership and People Management, Heinman Professional Publishing.

Hanson, LA (2016). The relationship between athletes' psychological characteristics and their preference for particular coaching behaviors. Paper presented at the meeting of the North American Society for the Psychology of Sport and Physical Activity, Knoxville, TN.

Helling, B. (2021). *Swimming Coach*. Retrieved from My Job Search: https://www.myjobsearch.com/careers/swimming-coach/

Janse, B. (2018). *Action Plan*. Retrieved from toolshero: https://www.toolshero.com/personal-development/action-plan/

JafarMoosavi, S. & Ghotnian, S. (2018). Study and Comparison Leadership Styles of Coaches and Satisfaction of Male and Female Athletes in the Sport of Karate and Taekwondo. International Research Journal of Applied and Basic Sciences

Javens, OL. (2019). Relationship between Leadership styles of Physical Education Department Managers with Sports Volunteers' Satisfaction. Annals of Applied Sport Science, 1(2).

Juan, OC and Lopez, KP, (2015). Impact of a large-scale coach education program from a lifelong-learning perspective. Journal of Coaching Education, 6, 23-42.

Kajal, F., Hemmatinezhad, M., & Razavi, S. M. H. (2013). Relationship between Leadership styles of Physical Education Department Managers with Sports Volunteers' Satisfaction. Annals of Applied Sport Science, 1(2).

Kaya, SP. (2015). The influence of coaches' leadership styles on athletes' satisfaction and team cohesion: A meta-analytic approach. International Journal of Sports Science & Coaching, 11(6), 900–909.

Kiosoglous, OT. (2013). Andragogy: Fact or fiction within a swimming coaching context (Master's thesis). Retrieved from wiredspace.wits.ac.za/handle/10539/7037?show=full on April 2020.

Kim, EP and Cruz, WL. (2016). Approach for Today's Educators. CA: Canters and Associates, Incorporated.

Kuuvas, WR and Scurati, AV. (2017). Compatibility in Coach-Athlete Relationships. Journal of Sport and Exercise Psychology, 7(2), 137-149.

Lacy, IR. (2014). Coaching masters swimmers Part 1: Matching coach and adult sport and exercise participant motivations. Retrieved from http://mymsc.ca/Documents/ Part1_Motivations.pdf on April 2020.

Lambardi, HE. (2015). Comparison between selected practice and game behaviors of youth sport soccer coaches. Journal of Sport Behavior, 11, 78-88.

Lee, M. J. Alfermann, D, & Würth, S. (2015) Perceived Leadership Behavior and Motivational climate as antecedents of adolescent athletes skill development. Athletic Insight: The Online Journal of Sport Psychology, 7(2), 14-36.

Lorimer, R and Jowett, S. (2018). Feedback of Information in the Empathetic Accuracy of Sport Coaches. Psychology of Sport and Exercise, 11.

McNamara, TR. (2014). Psychometric properties of the Intrinsic Motivation Inventory in a competitive sport setting: A confirmatory factor analysis. Research Quarterly for Exercise and Sport, 60, 48-58.

Nikos, FG. et. al (2016). Athlete leadership dispersion and satisfaction in interactive sport teams. Psychol Sport Exerc 8(3):281-96.

Reinhart, RT, Barry, JB, and Boudreaux, AC. (2017). Perceived leadership behavior and motivational climate as antecedents of adolescent athlete's skill development. Athletic Insight: The Online Journal of Sport Psychology, 7(2), 14-36

Roberts, CS. (2015). Getting to know your athletes: Strengthening the coach-athlete dyad using an integrative personality frame.

Rodriguez, FM. (2017) Perceived leadership in swimming: leadership styles of ncaa swim. Coaches and its relationships with athlete satisfaction, turnover Intention, and commitment. Kenyon College. An Unpublished Thesis.

Sanchez, DF and Anggono, BR (2016). A personality study of highly successful and "ideal" swimming coaches. Research Quarterly, 40, 299-305.

Sanders, AB and Glasgow, QT (2016). The quality of life profile-adolescent version: Background, description, and initial validation. Journal of Adolescent Health, 19, 366-375.

Sheldon, ML. (2014). Gender Comparisons of Preferred Coaching Behaviors in Australian Sports. Journal of Sport Behavior, 23(4), 389.

Shohani, M. H., Nabati, M., Shirzadi, R., Majedi, S. M., & Nasiri, M. (2017). The Relationship between Leadership Styles of Coaches and Sport Commitment among Iran's Footballers Premiership League. Pelagia Research Library European Journal of Experimental Biology.

Susman, LE. (2020). Players' perceptions of leadership qualities for coaches. Research Quarterly, 50(4), 679-686.

Torres, ME. (2014). An examination of coach and peer leader behaviors in sport. J Sport Exerc Psycho; 6:302-12.

Tzetis, G, Votsis, E and Kourtessis, T. (2018). The effect of different corrective feedback methods on the outcome and self-confidence of young athletes. Journal of Sports Science & Medicine, 7(3), 371–378.

Weathers, LE, (2016). A study of teacher preference for leader behavior and certain other selected characteristics of teachers. Dissertation Abstracts International, 27, (12-A), 4072-4073.

Wilson, TD and Stephens, AR. (2018). The effects of parental supportive behaviors on life satisfaction of adolescent offspring. Journal of Marriage and Family, 57, 813-822.

Vidic, Z., & Burton, D. (2010). Examining the impact of a systematic goal-setting program for collegiate women's tennis players. Sport Psychologist, 24(4), 427–447.

Yust, RY (2008). Exploring the psychosocial profiles of master's athletes within the context of coached competitive masters swim programs: A narrative approach. International Journal of Aquatic Research and Education, 9(1), 70-88.

The Effectiveness and Utilization of Social Media as Academic Medium in the UNC College of Education

Amy Rose T. Abendaño[1*], Rovilyn T. Quimada[2] ,Lorie Mae P. Coloquit[3]

[1] University of Nueva Cacere, Philippine
[2] University of Nueva Cacere, Philippine
[3] Bicol University Open University

*Corresponding author's email: *amyrose.abendano@unc.edu.ph*

Keywords:

Social media, Distance learning, Effectiveness, Utilization

ABSTRACT

Various literature has seen the potential of Social media as one of the interventions to distance learning, particularly amidst the global health crisis. It establishes that some applications are not only meant for entertainment, some of which can be of great value to learning. For this reason, thisstudy aims to test the Effectiveness and Utilization of Social Media as an Academic Medium in the UNC College of Education to provide concrete evidence of what particular activities social media be integrated with the teaching-learning process. The study used a mixed-method design. Itadopted a survey and interview instrument towards the perspective of students and teachers on social media as a tool for academic medium. The researchers determined the number of participants for the college professors through a Non-probability sampling technique, while the purposive sampling technique was utilized in determining the number of students. The study results show that most students and teachers used social media, particularly Facebook and Messenger, for communication and collaborative learning. Also, the study proves that social mediaplatforms were highly effective and served as students' alternative LMS, which increases students' engagement with the teaching-learning process. The study realized that social media platforms help students develop learning experiences and creativity towards attaining academic achievement and boosting academic performance in making projects or assignments. Moreover, social media platforms offer a variety of activities that can be integrated into the achievement of teaching- learning. Some were used as a communication tool, be an alternative LMS where students could submit assignments, and be an announcement board where teachers could send updates and notifications. Therefore, it was recommended that social media platforms be maximized in the classroom, and teachers ensure that the student-teacher relationship remains despite the restrictionto face-to-face learning. However, further research should be conducted to determine the risks andimpact of too much use of these platforms on the students' mental, physical, and mental aspects and how this may affect their academic performance if misused.

Introduction

The global health crisis caused by COVID-19 has compelled individuals to relocate their everyday tasks to a distant location through technology. The COVID-19 pandemic prompted the closure of some companies and the establishment of work-from-home opportunities using technology (Tyagi et al., 2021). Technology, such as cellular phones and laptops, has become one of the most fundamental requirements of every individual to communicate with others at work and study. The educational sector is one of the most impacted, with learning struggling for each student. Worldwide, as a consequence, schools have been closed. Over 1.2 billion children are forced out of school globally (Li & Lalani, 2020). Consequently, education has undergone tremendous changes, most notably the growth of distance learning, which incorporates remote and digital delivery of instruction. It can also be asynchronous, which permits learners to access educational materials at their leisure each week and is devoid of a live video lecture component. As the backbone of distance learning, social media influences the daily lives of adolescents, particularly university students. Digital media and social networking are altering techniques of everyday communication, cooperation, information sharing, and information consumption (Abbas et al., 2019).

Learning in a social media setting has evolved into an essential component of the academic experience. Social media are a collection of online applications built on the technology and conceptual foundations of Web 2.0. These Internet-based apps enable human connection, engagement, and cooperation by permitting the exchange and development of user-generated information (Chan & Leung, 2016).

The University of Nueva Caceres implemented a synchronous class in which students can attend their class by attending online discussion and asynchronous classes for the students who are having a hard time connecting through the internet. The learning never stops, even in different places and circumstances. Online physical education lessons, implemented virtually globally during the 2020 pandemic, were an entirely new experience for teachers and students. The abrupt transition to online classrooms left teachers unprepared and struggling with new teaching methods, requiring them to rely on trial-and-error tactics. Inadequate online teaching practices and a lack of instructor and student preparation for online classrooms hampered the shift (Jeong & So, 2020).

In this light, the researcher chooses to study the Effectiveness and Utilization of Social Media as an Academic Medium in the UNC College of Education to give a distance learning solution. This study focuses on Facebook, Messenger, and Youtube as the three most popular social media platforms used at the University of Nueva Caceres. The study's findings may be especially intriguing for academics since they may motivate them to be more proactive in establishing a curriculum for online learning contexts (Zarzycka et al., 2021).

Social media is a range of online apps built on the technological and ideological foundations of Web 2.0. These Internet-based apps enable human contact, engagement, and cooperation by facilitating the sharing and development of user-generated content. Therefore, bringing it into education is a good transition nowadays. Students, instructors, and parents can use social media to check in and ask or answer questions, making

communication more accessible and direct. Also, it allows for more e-learning options (Chan & Leung, 2016; West, 2021).

Social media has transformed marketing, and as this post demonstrates, their popularity is still growing in our latest global social media statistics research summary for 2022. Social media is used by approximately 578.4% of the world's population. The average daily usage is twenty-seven minutes (January 2022). The total number of Internet users demonstrates that while 61.8 percent of the world's population is internet users, 4.2 percent are not active social media users, implying future growth opportunities Chaffey, D. (2022). While 80 percent of customers interact with brands on social media, not all social media platforms are designed for this use case. Some are solely for instant messaging.

The use of social media and mobile devices provides benefits and obstacles, with the majority of the positives recognized in accessing course information, video clips, and transferring instructional notes. Students believe that social media and mobile devices are the most cost-effective and convenient ways to access important information (Ansari & Khan, 2020).

For a long time, the Philippines has been regarded as the world's texting capital. Regardless of their socioeconomic status, almost every Filipino owns a mobile phone, no matter where they go or what they do. According to the report, 83 percent of Filipinos polled are social network members, making the Philippines the world's social networking capital, followed by Hungary with 80 percent and Poland with 76 percent (Liao, 2008). Social media will continue to increase in the Philippines and become integral to every Filipino's daily life. The conception and demand of social media content can continue assimilating into local culture. If this is a positive or negative experience, it will depend on their amount of press reading skills and ability to differentiate fact from fiction.

Research Methods

The researcher utilized a mixed method to determine the effectiveness and utilization of social media as an academic medium at the University of Nueva Caceres, College of Education. Thus, quantitative and qualitative research methods was employed to collect and analyze the gathered data. At the same time, the qualitative method enabled the researchers to discover and interpret a meaning understanding of individuals' lived experiences. The study was conducted at the College of Education at the University of Nueva Caceres, City of Naga, Province of Camarines Sur, Region V, Philippines. The primary participants of this study are 30 college students from the College of Education taking Bachelor of Physical Education and four college professors in the same department of the University of Nueva Caceres.

The survey questionnaire is a researcher-made structured questionnaire. The questionnaire's content is divided into four parts: part one is about the student's profile, part two consists of various social media platforms used for academic medium, part three entails the utilization of different social media platforms used for educational medium and part four effectiveness of the social media platforms used for educational medium. A Likert Scale with five scales measures the students' agreement with various statements. The researchers utilized a survey questionnaire for the 30 college students and semi-

structured one-to-one interviews with four college professors to determine the effectiveness and utilization of social media as an academic medium at the University of Nueva Caceres. Apart from it, the researchers guarantee to adhere to the health protocols from the IATF during the interview. Discussions are audio-recorded with participant approval for an accurate and concise transcript.

Findings

Social Media Platforms Utilized in the UNC College of Education as a tool for Academic Medium

Table 1 presents the various social media platforms used in the UNC College of Education as tools for academic medium. There are 25 students who are using Facebook which is 29% of the total participants' responses. There were also 24 BPED students who employed Messenger which is 28% of the total participants' responses. On the other hand, there were 21 students which are 24% of the total participants' responses who utilize Instagram. While there were 14 BPED students which are 16% of the total participants' responses that use Twitter and only 3 students who utilize Tumblr which is 3% of the total participants' responses.

These findings show that students have been integrating social media platforms with their academic learning. Since most of them employ Facebook, Messenger, and Instagram as primary tools for academic medium, only a few utilize Twitter and Tumblr as their academic medium tools in the university. It signifies that due to the aftermath of the pandemic, students learned to maximize the use of social media only to increase their potential to learn, which is far from the previous learning modality. They use these social media platforms to actively participate in the virtual environment that allows them to explore, create, communicate, share, and discuss the subject matter.

For many students, Facebook and Messenger help promote interaction between them and their teachers, allowing them to clarify concepts and increase collaborative learning. In the study conducted by Kalelioğlu in 2017, Facebook has been an excellent tool for students to access links for assignments, synchronous communication, and be up to date with announcements. Furthermore, according to a survey, 64 countries worldwide have been mainly using Facebook Messenger (Wong, 2018). Due to its features and convenience, many students chose it over email during academic consultations through audio or video calls (Tananuraksakul, 2019).

Table 1. The result of the Social Media Platforms Utilized in the UNC College of Education as a tool for Academic Medium.

Social Media Platform	Frequency	Percentage
Facebook	25	29%
Instagram	21	24%

Twitter	14	16%
Tumblr	3	3%
Messenger	24	28%
Total	87	100%

On the other hand, Twitter is advantageous for content sharing in interactive learning and independent learning. [15] (Chawinga, 2017). Also, it offers additional communication where they actively engage with one another or with their professors enabling them to increase their ability to express themselves and overcome their feelings of isolation. [16] (Kunka, 2020). Apart from this, due to its unique characteristics and non-traditional teaching approach, Twitter can improve students' learning capacities, motivation, and engagement during synchronous and asynchronous classes (Malik et al., 2019). At the same time, Mansor & Rahim (2017) discovered that Instagram is an effective medium for student interactions, particularly in the discussion of task- related activities. Since Instagram has spurred their interest in learning, the subjects involved appear to be more motivated, and they love to participate and interact with their friends. Moreover, Instagram can be utilized by students and professors to share announcements, incoming events, and other academic information with photos that are quickly disseminated to a class or various sections.

Subsequently, according to the interview with the two professors in the UNC College of Education, Facebook and messenger were the social media tools they used to communicate with students, do follow-ups, and even disseminate announcements such as schedules of exams and synchronous sessions. Also, it enables them to reply to questions and clarification real-time to their students, which helps them monitor their learning further.

"...the usual platform that I use is Fb and messenger..."

"...I use messenger in giving further instructions and answering queries from the students..."

The increased assimilation of social media offers practical aspects in various learning applications where it works as a tool for dissemination and learning collaboration (Khan, 2021). In addition, in Pai et al. (2017) investigation, they discovered that using Facebook groups to discuss a scientific point they want to dispute outperformed teachers' expectations. Students eagerly participated in the conversation in Facebook groups through posts and comments, allowing them to express their opinions and positions freely. While social media, particularly Facebook, through informal and formal communication, helps professors maintain students' interest in the subject matter and express their opinions on a particular topic.

The data shows that social media is highly beneficial for teachers and students, particularly in this time when social distancing matters to ensure the welfare of everybody,

and the only way for all students to learn is through distance learning. Conversely, keeping on track with students learning attitudes and academic performance is critical, knowing that teachers would not be able to monitor them physically. Thus, social media, such as Facebook, Messenger, Twitter, and Instagram, serves as an academic medium to bridge the gap in learning during the pandemic and maintain communication between teachers and students.

Level of Utilization and Effectiveness of Determined Social Media Platforms in the UNCCollege of Education as a Tool for Academic Medium.

The researchers used five parameters for each level to determine the utilization and effectiveness of the identified social media platforms employed in the UNC College of Education as an academic medium tool. Along with the utilization level, the following parameters are used: submitting assignments, holding a group conversation, upcoming project reminders, boosting vocabulary and grammatical skills, and increasing academic productivity.

Level of Utilization of Social Media Platforms in the UNC College of Education as a Tool forAcademic Medium

The highest weighted mean was 'I typically utilize social media to hold a group conversation with my classmates' (WM=4.31) which is described as Often. Followed by 'I frequently utilize social media to submit academic assignments' (WM= 4.05) interpreted as Sometimes at the second rank. While 'Through the activities in social media, I am able to boost my vocabulary and grammar skills' (WM=3.65) described as Sometimes and in the lowest rank was 'Doing the activities on my social media increase my productivity' (WM= 3.50) interpreted as Sometimes.

Level of Utilization of Social Media Platforms in the UNC College of Education as a Tool forAcademic Medium.

Table 2. Level of Utilization of Social Media Platforms

Parameters	Weighted Mean	Rank	Verbal Interpretation
I frequently utilize social media to submit academic assignments	4.05	2	Always
I typically utilize social media to hold a group conversation with my classmates	4.31	1	Always
I utilize social media to remind me of theupcoming project	4.00	3	Often

Trough the activities in social media, I am able toboost my vocabulary and grammar skills.	3.65	4	Often
Doing the activities on my social media increasemy productivity.	3.50	5	Often

The indicators showed that students understand and are aware of how and why social mediacan be utilized in the academe as a medium of instruction during distance learning. They see socialmedia as a contemporary way of increasing their connectivity, allowing them to formally and informally communicate with professors and peers. It signifies that communication helps them build a strong relationship amidst the pandemic and keep up-to-date reports on professors'announcements and advisories.

However, it was clear that social media provided a moderate to low engagement in using English as their second language. It signifies that students usually employ their mother tongue whenever they communicate with peers and only use the English language to communicate with their teachers. Students rarely use social media regarding requirement submissions since group messaging has a high risk for privacy and confidentiality. While the low motivation to further participate in academic discussion and increase productivity in complying with requirements has been seen among BPED students.

Communication is crucial in education since it allows students and teachers to meet halfway and understand each other to meet the academic and developmental goals. However, the teaching-learning process has been critical to ensuring that students learn during the pandemic. According to [21] Zachos et al. (2018), in their review of journal articles on the use of social media,Facebook, Twitter, Instagram, and other social media platforms have influenced the learning process in terms of educational support, communication, collaborative enhancement, and academicperformance in relation with student and teacher participation in higher education. Some teachersand students perceive social media platforms as online learning platforms or an online learning management system as an addendum. Apart from this, based on [22] Faizi & Fkihi's (2018) study,students found social media to have a high usability rate, particularly Facebook, in checking assignments, discussing topics with peers, and getting support on academic-related materials.

Regarding the experiences and perspectives of the college professors, the usage of social media in higher education depends on the type of social media platforms and the personality profileof the students. It indicates that students' choice of the type of social media platforms can be associated with their perceptions. According to [23] Sullivan & Koh (2019), regardless of students' gender, personal perspectives and attitudes of students and lecturers can be a significant factor in using social media and how it may promote good practice and develop learning in dealing with academic development. However, for the students to gain confidence in choosing suitable social media platforms and have a broader view of their use in education, teachers need to provide high awareness of being

accountable users and portray them as role models.

"...actually, it will depend on what kind of student you are teaching. There are introverts they arenot much using such platforms..."

"...some are not used to that type of social media... so that's why it will depend on what kind ofstudent..."

Therefore, the quantitative and qualitative data show the advantages and disadvantages ofusing social media platforms as an academic medium. Social media is highly recommended in terms of communication and collaborative learning, which enable students and teachers tocommunicate anytime and anywhere at a low cost. However, to be used as LMS and to increase productivity among students, social media is not suggested.

Level of Effectiveness of Social Media Platforms in the UNC College of Education as a Tool forAcademic Medium.

The highest weighted mean was 'Social media is an easy tool for me in terms of communication with my professors about my academic concerns' (WM=3.85) which is describedas Very Effective. Followed by 'Social media helps me to come up with innovative ideas' (WM= 3.65) interpreted as Very Effective. While 'Social media encourages the development of creativity'(WM=3.50) described as Very Effective and 'Social media enriches students' learning experience'(WM= 3.50) interpreted as Very Effective have tied in the fourth rank. But 'Social media motivates me more than a traditional task' (WM= 3.04) interpreted as Moderately Effective was in the fifthrank.

Level of Effectiveness of Social Media Platforms in the UNC College of Education as a Tool forAcademic Medium.

Table 3. Level of Effectiveness of Social Media Platforms

Parameters	Weighted Mean	Rank	Verbal Interpretation
Social media is an easy tool for me in terms of communicating with my professors about my academic concerns.	3.85	1	Very Effective
Social media motivates me to be more productive than a traditional task.	3.04	5	Moderately Effective
Social media encourages the development of creativity.	3.50	4	Very Effective
Social media enriches students' learning experience.	3.50	4	Very Effective

Social media helps me to come up with innovative ideas	3.65	2	Very Effective

The data implies that students found social media an effective platform to raise their concerns and clarify their professors about their academic development and the subject matter.

When students can confidently communicate with their teachers, it increases their communicationskills and maintains a professional relationship between them and their teachers. Further, the dataimplies that more students prefer social media platforms like Facebook, Instagram, Twitter, and other platforms to communicate with their teachers rather than emails, Google Classroom,Blackboard, and other LMS.

Apart from this, since social media offers a saturated amount of information, it provides students with various ideas on politics, society, economy, trends, and even global issues. On the other hand, social media serves as a digital library for students. It offers vast files of text documentsand audio-visual files that can be found in just one click, giving students the convenience of learning. It alludes that they can develop more learning experiences and creativity towards attaining academic progress and increase performance in making projects and assignments.However, social media can only supplement learning experiences but cannot increase motivation to be productive during distance learning compared to traditional tasks.

In the study by Zarzycka et al. (2021), Facebook usage was beneficial for students in terms of communication-wise and collaboration between students and teachers during distance learning since it can offer students to work while on a joined project. It enables students to developsoft skills that will be vital as they progress in school and the real world. Furthermore, effective communication between teachers and students inside and outside of the classroom is critical to thesuccess of the teaching-learning process.

On the contrary, social media platforms have developed a modern understanding and acquaintance with technology, particularly ICT, enriching students' e-learning experiences that resemble traditional learning activities (Gunawan et al., 2018). Balakrishnan et al. (2016) elucidated the value and application of social media as an innovative and successful tool for teaching and learning. The paradigm shift from a physically localized learning model to the broader use of digital technologies, including social media. It would alter the future of education by allowing knowledge, skills, and competencies to be obtained through an e-learning environment. Therefore, social media platforms gain high significance to education since they enhance teaching and learning, motivate and support students learning experiences and development, and develop community connections.

From teachers' point of view, BPEd professors confirmed that social media platforms serveas a communication center in increasing participation between them and students. Also, disseminating instructions and addressing clarification can be done through social media, particularly Messenger applications, since students or teachers can do private messaging.

"...social media platforms are an effective innovation for us to communicate with our students fully..."

"I made use of Messenger because that is the easiest way of communicating and sharing ideas between my students, and it is easy to attach a file in that application..."

It only signifies that teachers find social media platforms such as Messenger to communicate and give further instructions to the students. It helps students to approach their teachers with concerns they are encountering confidently. Therefore, social media platforms offer a promising innovation to improve teaching-learning during the pandemic without requiringstudents to subscribe.

Conclusion

Social media platforms are positively usable and effective as a tool for academic medium since they offer features like the LMS used by students in the university and a convenient way forcommunicating, which allows them to increase their opportunity to collaborate on a broader spanof community. Also, social media platforms assured students that they could comply with their requirements at a low cost during the pandemic. Also, social media serve as an avenue for the students to keep up an up-to-date notification of assignments, updates, clarification, or announcements of projects to ensure that they comply with the needed requirements for the subject.Therefore, it was recommended that social media platforms be maximized in the classroom, and teachers ensure that the student-teacher relationship remains despite the restriction to face-to-facelearning. However, further research should be conducted to determine the risks and impact of toomuch use of these platforms on the students' mental, physical, and mental aspects and how this may affect their academic performance if misused.

References

Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan. *Sustainability*, *11*(6), 1683. https://doi.org/10.3390/su11061683

Chan, W. T. Y., & Leung, C. H. (2016). The Use of Social Media for Blended Learning in Tertiary Education. *Universal Journal of Educational Research*, *4*(4), 771–778. https://doi.org/10.13189/ujer.2016.040414

Jeong, H. C., & So, W. Y. (2020). Difficulties of Online Physical Education Classes in Middle and High School and an Efficient Operation Plan to Address Them. *International Journal of Environmental Research and Public Health*, *17*(19), 7279. https://doi.org/10.3390/ijerph17197279

Li, C., & Lalani, F. (2020, April 29). *The COVID-19 pandemic has changed education forever. This is how*. World Economic Forum. https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online- digital-learning/

Oriogu, C. D. (2015). Assesment of Internet use in the Provision of Information to Students inUniversity Libraries in Nigeria: A Casestudy of Afe Babalola University Library, Ekiti State, Nigeria. *Advances in Social Sciences Research Journal*, *2*(1). https://doi.org/10.14738/assrj.21.827

Tyagi, A., Prasad, A. K., & Bhatia, D. (2021, September 22). *Effects of excessive use of mobile phone technology in India on human health during COVID-19 lockdown*. Pub.Med.Gov. https://pubmed.ncbi.nlm.nih.gov/34566205/

Zarzycka, E., Krasodomska, J., Mazurczak-Mąka, A., & Turek-Radwan, M. (2021). *Distancelearning during the COVID-19 pandemic: studentsâ€™communication and collaboration and the role of social media*. Taylor & Francis. Retrieved 2021, from https://www.tandfonline.com/doi/full/10.1080/23311983.2021.1953228

Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborativelearning the new domain of learning. *Smart Learning Environments*, *7*(1). https://doi.org/10.1186/s40561-020-00118-7

Balalle, H. (2018). The impact of social media on the student academic achievement. *The Impactof Social Media on the Student Academic Achievement*, *4*(4), 427–429.

Chaffey, D. (2022, April 1). *Global social media statistics research summary 2022*. Smart Insights. https://www.smartinsights.com/social-media-marketing/social-media- strategy/new-global-social-media-research/

Chan, W. T. Y., & Leung, C. H. (2016). The Use of Social Media for Blended Learning in Tertiary Education. *Universal Journal of Educational Research*, *4*(4), 771–778. https://doi.org/10.13189/ujer.2016.040414

Harvard. (2020, May 28). *Social media use can be positive for mental health and well-being*. News. https://www.hsph.harvard.edu/news/features/social-media-positive-mental-health/

West, C. (2021, November 11). *12 Ways to use social media for education*. Sprout Social.https://sproutsocial.com/insights/social-media-for-education/

Bolderston, A. (2012). Conducting a Research Interview. Journal of Medical Imaging and Radiation Sciences, 43(1), 66–76. https://doi.org/10.1016/j.jmir.2011.12.002

Balakrishnan, V., Teoh, K. K., Pourshafie, T., & Liew, T. K. (2016). Social media and their usein learning: A comparative analysis between Australia and Malaysia from the learners' perspectives. *Australasian Journal of Educational Technology*. https://doi.org/10.14742/ajet.2469

Chawinga, W. D. (2017). Taking social media to a university classroom: teaching and learningusing Twitter and blogs. *International Journal of Educational Technology in Higher Education*, *14*(1). https://doi.org/10.1186/s41239-017-0041-6

Faizi, R., & Fkihi, S. E. (2018). Investigating the role of social networks inenhancing studentsâ learning experience: facebook as a case study. *Semanticscholar*. https://www.semanticscholar.org/paper/INVESTIGATING-   THE-ROLE-OF-SOCIAL-NETWORKS-IN-AS-A-Faizi Fkihi/221345477417225203fd0df9fd2c21e5e1f2a2c6

Gunawan, W., Kalensun, E. P., Fajar, A. N., & Sfenrianto. (2018). E-Learning through social media in the virtual learning environment. *IOP Conference Series: Materials Science and Engineering*, *420*, 012110. https://doi.org/10.1088/1757-899x/420/1/012110

Kalelioğlu, F. (2017). Using Facebook as a Learning Management System: Experiences of Pre-service Teachers. *Informatics in Education*, *16*(1), 83–101. https://doi.org/10.15388/infedu.2017.05

Khan, M. N., Ashraf, M. A., Seinen, D., Khan, K. U., & Laar, R. A. (2021). Social Media for Knowledge Acquisition and Dissemination: The Impact of the COVID-19 Pandemic on Collaborative Learning Driven Social Media Adoption. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.648253

Kunka, B. A. (2020). Twitter in higher education: increasing student engagement. *Educational Media International*, *57*(4), 316–331. https://doi.org/10.1080/09523987.2020.1848508

Malik, A., Heyman-Schrum, C., & Johri, A. (2019). Use of Twitter across educational settings: areview of the literature. *International Journal of Educational Technology in Higher Education*, *16*(1). https://doi.org/10.1186/s41239-019-0166-x

Mansor, N. S., & Rahim, N. A. (2017). Mansor, N.S., & Rahim, N.A. (2017). Instagram in ESL classroom. *Semantic Scholar*. https://www.semanticscholar.org/paper/Instagram-in-ESL-classroom-Mansor-Rahim/9b2c20cc8c810d28e909e907ef52a25c528394b6

Pai, A., Cole, M., Kovacs, J., Lee, M., Stovall, K., & McGinnis, G. (2017). As Long As You Are Here, Can I Interest in You Some Science? Increasing Student Engagement by Co-opting a Social Networking Site, Facebook for Science Discussions. *Journal of Educational Technology Systems*, *46*(2), 153–177. https://doi.org/10.1177/0047239517729505

Tananuraksakul, N. (2019, October 14). *Facebook Messenger as the medium of academic consultation and the message in a Thai context*. Academia.Edu. Retrieved June 3, 2022, from https://www.academia.edu/40623176/Facebook_Messenger_as_the_medium_of_academi c_consultation_and_the_message_in_a_Thai_context

Wong, C. K. (2018, October 16). *Top instant messaging apps in Malaysia: WhatsApp vs WeChat vs FB Messenger*. Silver Mouse. Retrieved June 3, 2022, from https://blog.silvermouse.com.my/2018/10/top-chat-apps-malaysia-whatsapp-wechat-fb- messenger.html

Zachos, G., Paraskevopoulou-Kollia, E. A., & Anagnostopoulos, I. (2018). Social Media Use in Higher Education: A Review. *Education Sciences*, *8*(4), 194. https://doi.org/10.3390/educsci8040194

Zarzycka, E., Krasodomska, J., Mazurczak-Mąka, A., & Turek-Radwan, M. (2021). Distance learning during the COVID-19 pandemic: students' communication and collaboration and the role of social media. *Cogent Arts & Humanities*, *8*(1). https://doi.org/10.1080/23311983.2021.19532

An Analysis of the Appraisal Framework "What the Pandemic Teaches Us" in the Newspaper of the Jakarta Post

Nur Azmi Rohimajaya[1*], Welliam Hamer[2]

[1] *University of Mathla'ul Anwar, Indonesia*
[2] *University of Sultan Ageng Tirtayasa, Indonesia*

*Corresponding author's email: nurazmirohimajaya@unmabanten.ac.id

ARTICLE INFO	ABSTRACT
	This paper explores the result of an appraisal analysis found in the editorial board of the Jakarta Post newspaper entitled *"What the Pandemic Teaches Us"*. The appraisal analysis focused on attitude, graduation, and engagement aspect. The findings show that the three kinds of attitudes, i.e affect, judgment and appreciation are applied in the texts, but mostly are judgment and appreciation. The types of the items are in the form of a word, nominal group, and clause. Meanwhile, the engagement mostly is mostly heterogloss. Most of the graduation is force and the scaling of graduation is up-scaled.

Introduction

Nowadays, mass media has emerged on every platform. Mass media can be accessed anytime and everywhere without boundaries to get a piece of updated information easily. Newspaper is one mass media to provide information for society from different perspectives (Asiru, 2022) . Jin (2019); Msuya (2020); Puspita & Pranoto (2021) said that newspaper covers all events happening in the world and presents them as reality recording. News has great power to urge its influence over the readers. It can contribute to shaping our view toward other societies and cultures significantly. These parts of the newspaper include the feature pages, page column, front page, sports, and editorial board columns. In detail, an editorial board is a column written by the editor expressing his opinion on a particular topic or issue (Rosyida, 2015). The purpose of the editorial board is to express and construct public opinions. Then, the opinion is related to the use of language as resource of appraisal in language.

Language is a cultural product. In expressing his opinion on the situation, the journalist uses a certain language (Sabao, 2013). Language is a medium to convey messages or a broad sense of meaning through social, political, and historical conditions. Appraisal framework is a particular approach to exploring, describing, and explaining the way language is used to evaluate, and adopt stances to construct interpersonal positions and relationships. There are three kinds of appraisal resources proposed by Martin and White (2005), namely attitude, engagement, and graduation.

Through the appraisal language, people can express their personal emotions or opinion toward everything through written discourse. In line with Prastikawati (2021), the forms of feelings or affect can be clearly shown by the appraisal analysis. Vinchristo (2022) examines Mood, Modality, and Attitude as a part of Appraisal theory in the Editorial News of the *Sydney Morning Herald*. The results showed that more interrogative clauses were used, specifically 108 of 183 (59.02%) than declarative 75 of 183 (40.98%). Additionally, there were more probability positive clauses 61 of 73 (83.56%) than negative 7 of 73 (9.59%) and usuality 5 of 73 (6.85%). Similarly, appreciation clauses were used more frequently, specifically 19 of 46 (41.30%) than Judgment 14 of 46 (30.43%) and Affect 13 of 46 (28.26%). Meanwhile, also using appraisal theory, Zhang (2019) examines the discursive construction of South China Sea dispute in *China Daily* and *The New York Times* from April 2016 to December 2017. The analysis reveals competing discursive construction of social actors that constitute positive us-representation and negative other-representation in the two newspapers. Smith & Adendorff (2014) focuses on the affiliation of imagined communities (Anderson, 1983) around bonds that are created in 40 letters from the opinions pages of the Daily Sun, a tabloid, and The Times, a mainstream national newspaper. Main findings show how both communities affiliate around the value of education, but The Times' readers are more individualistic than the Daily Sun's, who concentrate primarily on the behaviour of the group.Therefore, it is worth analyzing the language used by The Jakarta Post newspaper editorial in presenting What the Pandemic Teaches Us. More specifically, the objective of the study is to analyze the editorial board column in newspapers based on attitude, engagement, and graduation aspects.

Theoretical Review
Appraisal Theory

Halliday and Matthiessen (2004) state that language provides a theory of human experience and certain of the resources of the lexicogrammar of every language are dedicated to that function. It is clear that language does as we put it construe human experience. It names things, thus construing them into categories; and then, typically, goes further and construes the categories into taxonomies, often using more names for doing so.

Appraisal theory is an extension of the linguistic theory developed by Halliday related to Systemic Functional linguistics. This theory has emerged in the last two decades as a result of long work carried out by a group of linguistic researchers, especially researchers based in Australia, and was developed using the whole Systemic Linguistic Functional framework.

Traditionally the study of interpersonal meanings is undertaken from the perspective of SFL which mainly puts emphasis on clausal level phenomena and is based on the Mood and Modality system. However, Martin and his colleagues worked mainly with monologic texts and found SFL less helpful as far as the interpersonal meaning study was concerned. The research methodology of SFL made no reference to the interpretation of evaluative meaning, the speakers' feelings, estimations, and their judgments on the values of various phenomena or experiences. Therefore, they found it necessary to shift their focus from grammar to lexis and, accordingly, developed a systemic lexico-grammatical framework called appraisal theory.

The Appraisal system can be displayed as an interpersonal system at the level of semantic discourse (Martin and White, 2005). In the appraisal, the attitude is connected to social interaction. The focus in appraisal is the attitude and its values negotiated with the reader. One of the important things in the appraisal is the source of what will appear naturally. In addition, appraisal theory relates to languages in which the writer or speaker can express, negotiate, and naturalize the inter-subjective part, and ultimately analyze ideology (Caimoto, 2020). From the perspective of semantics, appraisal theory can be seen as three interacting domains: *Attitude*, *Engagement,* and *Graduation*. Attitude takes a central position. It is concerned with our feelings, including emotional reactions, judgments of behavior, and evaluation of things; Engagement deals with sourcing attitudes and the play of voices around opinions in discourse; Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin and White, 2005). These three systems can be further subdivided. Attitude can be divided into three domains of feelings depending on the nature of the appraised, namely, Affect, Judgment and Appreciation while Engagement, consists of two: Monoglossia, and Heteroglossia. Graduation also has two subsystems: Force and Focus. The outline of the Appraisal Framework is presented in figure 1 (Martin and White, 2005).
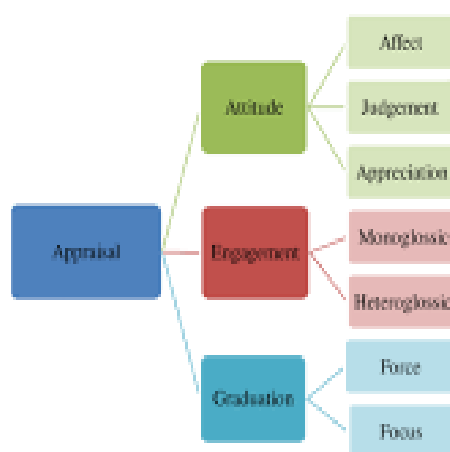

Figure 1. An Overview of Appraisal Framework

Attitude

Attitude is concerned with our feelings, including emotional reactions, judgements of behavior, and evaluation of things (Martin & White, 2005). It consists, in turn, of three resources: Affect, Judgement, and Appreciation. *Affect* refers to resources for expressing emotional states and responses (e.g. shining with joy, nasty, sad, positive (about a person), happy, etc.); For example The girl was happy. The word happy expresses emotion and it belongs to positive affect. The girl was sad. The word sad expresses emotion belongs to negative affect. *Judgement* is a resource for expressing norms (e.g. right, wrong, ethical, responsible, etc.); For example, The officer is just sarcastic to us. Sarcastic is a normative assessment and what is being assessed is the human/the officer. *Appreciation*, resources for expressing tastes aesthetic likes/dislikes (e.g. beautiful, unattractive, yummy, simple, etc.). For example, This party is just boring. Boring expresses the dislikes and what is being assessed is a thing/party.

Martin and White (2005) propose that the region of meanings of affect that is, the semantic resources for construing emotions can be organized by means of a typology of six variables as the followings: (1) Feelings can be positive or negative, following the notion that feelings, in general, are constructed by the culture as positive or negative experiences: positive: the girl was happy, negative: the girl was sad. (2) Feelings might be realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process (Martin and White, 2005). (3) This distinction between an extralinguistic manifestation and an internal experience is constructed by grammar as the behavioral process. (4) Feelings can be constructed as directed at, or reacting to, some specific emotional trigger or as a general ongoing mood. (5) Feelings can be also graded on a scale of intensity towards a lower or higher valued end. (6) The last variable of this typology of affect groups emotions into the three major subcategories that can be positive or negative, happiness or unhappiness, security or insecurity, and satisfaction or dissatisfaction.

Graduation

Graduation deals with grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005). It is divided into two major resources: Force and Focus. Force is resources used as adjustments to the degree of evaluations. It is subdivided into raise (e.g. better, best, yes-yes, yes!, Yes, really big, etc.) and lower (e.g. a little, a bit, somewhat, least bit, etc.); for example: Now the score of the team is better. Focus refers to resources used in the non-gradable context, it has the effect of adjusting the strength of boundaries between categories, constructing core and peripheral types of things. It is subdivided into sharpen (e.g. award-winning, all alone, etc.) and soften (e.g. sort of, kind of, somewhat like, etc.). For example, she does her homework all alone and It is a kind of a hard job. The subsystem of graduation has to do with the fact that the value of attitudes can be raised or lowered in the discourse.

Engagement

Engagement is directed toward identifying the particular dialogic positioning associated with given meanings and towards describing what is at stake when one meaning rather than another is employed (Martin & White, 2005). The semantic system of engagement deals with the interpersonal negotiation of the sources of attitudes; it responds to a social dialogic perspective developed by White (2003). This system allows us to analyze the source or origin of attitudes, identifying discourse as more monoglossic or heteroglossic in orientation work, depending on whether or not and how authors recognize alternative positions in the discourse in relation to their own monoglossic or heteroglossic construals. Engagement consists of two distinct resources, monoglossia, and heteroglossia. Monoglossia is no reference to other viewpoints (e.g. the sky is blue, the Earth goes around the sun, etc.), and; Heteroglossia refers to other viewpoints (e.g. according to astronomers, the earth goes around the sun, Astronomers, The Earth goes around the sun; the astronomers are convinced that the earth goes round the sun; the astronomers confirm that the earth goes around the sun, etc.).

Research Methods

The methodology in this study is a qualitative descriptive that focused on analyzing the editorial board of the Jakarta Post. It was conducted by tracing the kinds of appraisal systems, their influences on the readers, and the authors' position in the writing through an analysis of the appraisal system contained in the editorial board. This study used written data in the form of lexis, phrases, and clauses taken from editorial board news in the Jakarta Post posted on Saturday, October 24, 2020, that was selected as the data. In data analysis, the steps include tabulation and describing the result of the analysis of the appraisal system found in the editorial board in which attitude, graduation, and engagement in order to describe the feeling or emotional expression of the writer.

Findings

There are three aspects that were explored in the discussion of the appraisal system, namely attitudes, engagement, and graduation. The Attitude type of appraisal system later will show the attitude of the writer which is shown by the diction she/he uses in the clauses.. Here is the table of appraisal framework analysis that focused on the attitude aspect.

Table 1. Attitude Appraisal Analysis

Appraising items	Affect	Attitude Judgement	Appreciate
It is no exaggeration to call the recent **suicide** of a senior high school student in the South Sulawesi regency of Gowa **a tragedy**			(-)
The death of the teenager, who **killed** himself on Oct. 17 allegedly as a result of unbearable mental distress caused by his **inability** to cope demands of online learning, should be a wake-up call for all the country's education stakeholders.	(-)	(-)	(-)

The state school to which the boy went, his principal and teachers as well as the Gowa Education Agency are now being investigated, **as if** they should be held responsible for the death.		(-)	
The Indonesian Child Protection Commission (KPAI) has gone so far as to ask the provincial education agency to grill the headmaster and teachers to find out if they **violated** the guidelines for conducting distance learning, in which teachers are expected to take into consideration problems that students may face in accessing the internet during the course of teaching.		(-)	
The boy's classmates have told the police that their friend had **complained** about burdensome home assignments, while his internet connection was unreliable.		(-)	
The local education agency, however, has **dismissed** speculation that his workload lay behind **the boy's decision to take his life**. Instead, agency officials have linked the incident to the boy's private life		(-)	(-)
Notwithstanding the suicide, students and teachers have had **to grapple** with the new ways of learning since the government issued the study-from-home policy following a spike in COVID-19 infection cases in March			(+)
Distance learning is aimed at **protecting** students and teachers alike from contracting the corona virus			(+)
A digital divide was revealed as soon as the online learning took effect, as many students and teachers, especially in remote areas, **do not have decent internet access, much less high-speed access.**		(-)	(-)
As recently as last week *Education Ministry data revealed that* students in 12,000 schools in **far-flung**, outermost and **underdeveloped** regions have no access to the internet, while students in 48,000 schools face **poor** internet connections.		(-)	(-)
The ministry has alllocated Rp 7.2 trilion (US$490 milion) to **provide** internet quota to teaching standards and skills, including internet literacy, therefore, matter.		(+)	(+)
Even before the pandemic the standard of competence of **Indonesian teachers lagged behind that of their peers**, even among Southeast Asian neighbors.		(-)	(-)
Our teachers scored **below 70 on average** in the competence test last year, with Jakarta teachers only averaging 54.		(-)	(-)
A study found that the recruitment of teachers in the country was intended **to fulfill the needs of the civil apparatus rather than to support the development of teachers' competence.**		(-)	(-)
Worse still, teachers are **reclutan**t to serve in remote and **underdeveloped** regions, further exacerbating the **inequality** in education	(-)	(-)	(-)
Improving teachers' standards must be a **top priority**, especially when the pandemic is over		(+)	(+)
The nation owes it to the teachers who will produce **high-quality** future generations.			(+)

Attitude Analysis

Based on the findings above, the attitude analysis mostly is dominated by negative affect, judgement, and appreciation. For example "It is no exaggeration to call the recent **suicide** of a senior high school student in the South Sulawesi regency of Gowa **a tragedy".** The words **suicide** and **tragedy** are types of negative appreciation. The writer wants to give a negative evaluation of the recent suicide of a senior high school student in the South Sulawesi regency of Gowa as a tragedy. The appraising item "**The death** of the teenager, who **killed himself** on Oct. 17 allegedly as a result of **unbearable mental** distress caused by his **inability** to cope with demands of online learning, should be a wake-up call for all the country's education stakeholders included into affect (inability), judgement (unbearable mental), and appreciation (the death, killed himself). It shows the writer wants to give information about the time and cause of the death of the teenager. "The state school to which the boy went, his principal and teachers as well as the Gowa Education Agency are now being investigated **as if** they should be held responsible for the death". This sentence has negative judgment. The word **"as, if"** refers to the writer's opinion about people who should be responsible in the case of the death of a teenager.

The word **"violated"** in the fourth appraising item showed a negative judgement to inform that The Indonesian Child Protection Commission (KPAI) ask the provincial education agency to grill the headmaster and teachers to find out if they violated the guidelines for conducting distance learning. The word **" complained"** and **"unreliable"** in the next sentence refers to negative judgment. The writer wants to give information that the boy's classmates have told the police that their friend had complained about burdensome home assignments, while his internet connection was unreliable. Next, the word **"dismissed"** refers to negative judgement, and the clause **"the boy's decision to take his life"** refers to negative appreciation. Other sentences are **do not have decent internet access, much less high speed access**, **far- flung, underdeveloped, poor, lagged, below 70 on average, to fulfill the needs of the civil apparatus rather than to support the development of teachers' competence, worse, reclutant, underdeveloped** (negative judgment and appreciation) and **inequality** refers to negative affect. Similarly, Gunawan & Putri (2019) on her study found negative affect over positive to signify negative evaluation like in lexis "panicked".

Not only negative attitudes are applied to the text, but also the positive attitude spread on affect, judgement, and appreciation. For example, the word **"grapple", and "protecting"** refers to positive appreciation. The writer wants to inform government policy about the study from home during pandemics. Other examples are **allocated, provide, improving, top priority, and high quality.** They have positive judgement and appreciation to evaluate the government effort through study from home policy to protect teachers and students from COVID-19.

The engagement type of appraisal system will show the origin of the attitude expressed by the writer in the articles. It can be derived from she/he herself/himself or from others.

Table 2. Engagement Appraisal Analysis

Appraising items	Engagement	
	Monogloss	**Heterogloss**
The Indonesian Child Protection Commission (KPAI) has gone so far as to ask the provincial education agency to grill the headmaster and teachers to find out if they violated the guidelines for conducting distance learning, in which teachers are expected to take into consideration problems that students may face in accessing the internet during the course of teaching.		√
As recently as last week *Education Ministry data revealed that* students in 12,000 schools in far-flung, outermost and underdeveloped regions have no access to the internet, while students in 48,000 schools face poor internet connections.		√
The ministry has alllocated Rp 7.2 trilion (US$490 milion) to provide internet quota to teaching standards and skills, including internet literacy, therefore, matter.	√	
Our teachers scored below 70 on average in the competence test last year, with Jakarta teachers only averaging 54.	√	
The nation owes it to the teachers who will produce high-quality future generations.		√

Engagement Analysis

Seeing the table above, the engagement is both monogloss and heterogloss. They are one monogloss and four heterogloss. For example "*Our* teachers scored below 70 on average in the competence test last year, with Jakarta teachers only averaging 54". The word "Our" show that the author used his original idea in his writing. Meanwhile the example of heterogloss "As recently as last week Education Ministry data revealed that students in 12,000 schools in far-flung, outermost and underdeveloped regions have no access to the

internet, *while* students in 48,000 schools face poor internet connections**.**" The word "While" refers to the strength of the author's idea.

The Graduation type of appraisal system will show the emphasis on how the writer expresses the semantic meaning of her/his writing. In summary, the appraisal systems aim at showing show the attitude of the writer across a phenomenon. Here is the table of graduation appraisal analysis:

Table 3. Graduation Appraisal Analysis

Appraising items	Graduation	
	Force	**Focus**
A study found that the recruitment of teachers in the country was intended <u>to fulfill the needs of the civil apparatus rather than to support the development of teachers' competence.</u>	(-)	
Improving teachers' standards <u>must be a top priority,</u> especially when the pandemic is over	(+)	
<u>The ministry</u> has alllocated Rp 7.2 trilion (US$490 milion) to provide internet quota to teaching standards and skills, including internet literacy, therefore, matter.		(+)

Graduation Analysis

The graduation of the text is both *up-scaled* and *down-scaled*. In this text, the writer does not emphasize the strength of the attitude but he just uses some expressions to clarify his notion. Sometimes he uses up-scaled metaphor, but he also employs down-scaled attitudinal lexis. "A study found that the recruitment of teachers in the country was intended <u>to fulfill the needs of the civil apparatus rather than to support the development of teachers' competence</u>" showed the negative force of graduation. The force is all intensification whether it is process or quality. Meanwhile, the expression "Improving teachers' standards <u>must be a top priority,</u> especially when the pandemic is over" showed the positive force of graduation. It emphasizes on strong feeling from the author about the priority to improve teacher's standards. In the focus aspect, there is a positive focus on graduation in the expression "<u>The ministry</u> has allocated Rp 7.2 trillion (US$490 million) to provide internet quota to teaching standards and skills, including internet literacy, therefore, matter." It has the function to give information on how important the government's role is to improve the quality of teaching standards and skills.

Conclusion

The editorial board column is highly evaluated as the editor describes intense feelings and strong reactions to people and things. The Editorial Board of the newspaper argues that education in Indonesia is such a way of negative because the case of the death of a teenager caused online learning during the pandemic. The linguistic strategies used in representing are through the use of appraisal system of affect, judgement appreciation, monogloss, heterogloss, force, and focus. Mostly negative for them. Therefore, one of the ways to make an opinion of the media can be from the linguistic strategies used in particular from an appraisal perspective.

References

Asiru, H. (2022). Pragmatic study of political hate speeches in selected newspapers in Nigeria. Nairobi Journal of Humanities and Social Sciences, 6(1).

Caimotto, M. (2020). Transediting Trump's inaugural speech in Italian daily newspapers. Translation & Interpreting, 12(2), 76-91.

Ekawati, Rosyida. (2015). Language Appraisal on Attitudinal Systems for Exploring Ideology in Death Penalty in Sydney Morning Herald and Herald Sun Editorials. *Humaniora Journal*. Vol. 27, No.3 page 362-372.

Gunawan, W., & Putri, M. D. (2019, June). Interlingual Re-Instantiation of Attitude in News Reports on Attacking Incidents in Indonesia's Newspapers. In Eleventh Conference on Applied Linguistics (CONAPLIN 2018) (pp. 57-64). Atlantis Press.

Halliday, M.A.K. (2014). Halliday's Introduction to Functional Grammar. (4th ed, direvisi C.M.I.M Matthiessen). London, UK dan New York, USA: Routledge.

Jin, J. (2019). Political News Discourse Analysis Based on an Attitudinal Perspective of the Appraisal Theory-Taking the New York Times' Report China-DPRK Relations as an Example. Theory and Practice in Language Studies, 9(10), 1357-1361.

Martin, J. R. And David Rose (2003). *Working with Discourse – meaning beyond the clause.* London: Continuum

Martin, J. R. And P. R. R. White (2005). *The Language of Evaluation*. Appraisal in English. New York: Palgrave Macmillan.

Msuya, E. A. (2020). Analysis of newspaper headlines: A case of two Tanzanian English dailies. Journal of Education, Humanities and Sciences (JEHS), 8(2).

Prastikawati, E. F. (2021). Attitude Perspective in BBC News' Article: An Appraisal Analysis. Journal of English Language Studies, 6(2), 122-137.

Puspita, D., & Pranoto, B. E. (2021). The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study. Studies in English Language and Education, 8(2), 796-817.

Sabao, C. (2013). The reporter voice and objectivity in cross-linguistic reporting of controversial news in Zimbabwean newspapers: an appraisal approach (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Smith, J., & Adendorff, R. (2014). For the people: Defining communities of readership through an Appraisal comparison of letters to two South African newspapers. Discourse, Context & Media, 3, 1-13.

TheJakartaPost.com. (2020, 24 October). *W*hat the Pandemic Teaches Us. Accesed on 11 September2020, Retrieved from https://www.thejakartapost.com/academia/2020/10/24what-the-pandemic-teaches-us.html

Vinchristo, A. A. (2022). Interpersonal meta function analysis of editorial discourse in business-related issues using English systemic linguistics. Eurasian Journal of Applied Linguistics, 8(1), 44-57.

Zhang, D. (2019). A Comparative Study of Competing Discursive Construction of South China Sea Disputes in the Chinese and US English-Language Newspapers. English Language and Literature Studies, 9(2), 46-56.

Factors that impact on the effectiveness of Professional Development programs for science teachers in Saudi Arabia

Mobarak M Alqahtani*

Ministry of Education, Saudi Arabia

*Corresponding author's email: mobarak.alqahtani8@hotmail.com

ARTICLE INFO	ABSTRACT
    	The Saudi Arabian Government has made a substantial investment in reforming the science curriculum in Saudi Arabia. The need for effective professional development (PD) programs is especially crucial in the context of recent curriculum reform in Saudi Arabia. The country has adopted new science curricula following the guidelines of renowned global publishers like McGraw-Hill. However, the introduction of the new science curriculum is posing challenges for science teachers, as it requires a paradigm shift from a teacher-centred to a learner-centred pedagogy. The research for this research involved an in-depth study on the impact of mandatory PD programs on Saudi Arabian science teachers in order to identify potential challenges to achieving the expected level of benefit from the PD programs. This study used a qualitative approach to data collection techniques. Through employs three main methods for data collection, observation,open-ended questionnaire and interview. The most effective professional development programs are likely to be those that address the specific subject matter that relates to the teaching issues faced daily by teachers, rather than those that cover vague and decontextualised educational or pedagogical concepts. Other factors include teachers' involvement in learning communities, the facilities and resources provided by the school, and individual learning styles. On the other hand, common factor responsible for the failure of professional development programs is that the content covered is not relevant to the teachers' specific needs. PD programs in Saudi Arabia are mainly focused on quantity instead of quality.

Introduction

Some studies emphasise on factors that impact on the effectiveness of PD programs. For example, Supovitz and Turner (2000) suggest that high quality professional development programs need to have six elements. The first element is the scope for teachers to inquire, question and do experiments with their teaching. This element makes the training free from the rigour of curriculum or textbooks and encourages scientific reasoning. The second element is intensive, sustained and coherent professional development plans; therefore, a long-term and consistent plan for teachers' professional development is required to make it successful. The third element is keeping teachers engaged in concrete teaching tasks that must be based on teachers' experiences with students. The fourth element is to have a

strong focus on teachers' subject matter knowledge and content skills. The fifth element is to link the program with certain professional development standards, which can be achieved by setting higher learning goals for the trainees. Finally, the sixth element is to develop a strong connection between teachers' development and school reform. This element focuses on the need to consider school development as well as teacher development.

It is evident that teachers are keen to attend professional development programs that are not only relevant to their needs but also address practical aspects of teaching (Sywelem & Witte, 2013). In this respect, Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) observed that the most effective professional development programs are likely to be those that address the specific subject matter that relates to the teaching issues faced daily by teachers, rather than those that cover vague and decontextualised educational or pedagogical concepts.

Secondly, for teachers to gain the greatest benefit from professional development, there is a recommended number of hours of professional development programs that teachers should attend within a given span of time. Richter et al. (2011) reported that in the United States, most teachers are required to achieve 120 hours of professional development over a five-year period, while in Europe, teachers are required to achieve 12 to 75 hours of professional development every year. Johnson (2006) stresses that there should be more than 80 hours of teacher development programs if a change in teacher practice is required. In this regard, Mansour et al. (2014) mention the importance of arranging follow-up training. In the case of a professional learning program, these hourly requirements would be linked so that skills are developing over time, rather than isolated hours as per a professional development program.

Thirdly, the mode of delivery and the training approach also have a significant influence on trainees' level of satisfaction. Studies have found that teachers are more likely to enjoy a training program that caters to a variety of learning methods and techniques, including songs, games, story-telling and drama (Uysal, 2012). It is also evident from studies that professional development programs that provide participants with the chance to practise the ideas have been more effective. Uysal (2012) cited examples of how pleased the teachers were to do collaborative work and to prepare and present lessons using new ideas in small groups during the training. The availability and quality of training materials also play a crucial role in making the programs successful. Moreover, it is important to receive proper feedback from the participants and have post-program evaluation to ensure an ongoing positive impact of the training programs (Uysal, 2012).

Fourthly, some researchers place importance on heeding teachers' voices and opinions while designing PD programs for science teachers because it is the teacher who knows what s/he is required to learn to implement new teaching methods (Alshehry, 2018). Moreover, it is argued that teacher PD should be conducted using the same methods that

teachers will be replicating with their students (Almazroa & Al-Shamrani, 2015; Alshehry, 2018). In other words, as the active-learning teaching method that teachers are required to become familiar with follows a constructivist teaching and learning model, it is best that teachers be provided with a professional development program that follows this constructivist model and creates a setting that matches that of their own classrooms (Gupta, Herrington, & Yezierski, 2018). Thus, as observed by Lowe and Appleton (2015), PD programs should take into account teachers' beliefs about teaching science along with the new features of the curriculum and their pedagogical understanding of science teaching. Highlighting the importance of the constructivist approach in teachers' PD, Appova and Arbaugh (2018) argue that teachers' motivation for learning does not work with mechanical approaches such as the "carrot and stick" method (p. 17), but rather comes from teachers' learning needs, their readiness and opportunities to learn.

Finally, teacher learning is also facilitated through constructive feedback. According to the United Nations (2001, p. 1.8), feedback is essential for participants' learning, in that feedback identifies the present state of learning, feedback highlights what needs to be learned and suggests how to proceed with such learning, feedback monitors progress in learning, helping to diagnose problems quickly and find effective solutions and feedback provides positive reinforcement for learning achievements.

Thus, it is important for the presenters of PD programs to listen to the participants to gain feedback, which ultimately improves the PD structure and ensures that the participant is receiving the information clearly.

Literature Review

Teacher and context-related factors

Factors related both to the teachers themselves and to the context play an essential role in ensuring the success of a PD program. Teachers' motivation and commitment can contribute to successful professional development and learning. Motivation is an essential factor in learning teaching, and the experience that a teacher gains is significant (Simon & Campbell, 2012). Studies show that teachers' successful professional growth also depends on the level of commitment they exhibit (Sywelem & Witte, 2013). Other factors include teachers' involvement in learning communities, the facilities and resources provided by the school, and individual learning styles.

Teachers' involvement in networked learning communities seems to lead to changes in practices, philosophies, instructional time and collegial interactions (Mayer & Lloyd, 2011). Therefore, the desired outcomes of a professional development program can be achieved if the teachers have the opportunity to interact with peers in a comfortable environment (Uysal, 2012). It is also observed that teachers' involvement in a network of learning communities can help bring about the desired changes in their practices, attitudes and classroom instructions (Mayer & Lloyd, 2011). This situation was observed in a recent

study of science teacher professional development programs in three districts in Saudi Arabia involving 3150 science teachers (Mansour et al., 2014). The authors revealed that the teachers' development was more successful and effective when the participants had the opportunity to share ideas with each other about their way of teaching and the way the training ideas can be related to their classroom or school contexts. In their study, Mansour et al. (2014) quoted a trainee teacher in a professional development program who claimed, "cooperative learning was the best because it helps overcome any difficulty in my understanding and helps provide an opportunity to revise the information" (p. 960).

Additionally, the extent to which the learning from a professional development program is applied in teachers' practice depends largely on the facilities provided by the school. Mansour et al. (2014) argue that the facilities available in the school are one of the main factors that encourage teachers to try out the professional development ideas in the classroom. The school administration is an important agent for providing such facilities to the teachers so that they have the emotional, financial and other resources to facilitate their classroom practices (Mansour et al., 2014). Thus, the school environment is critical for supporting a teacher to take a professional development experience and move it towards professional learning practice.

In conclusion, for successful professional learning to occur, the starting point is a high-quality program. When creating a high-quality program, the teachers' needs, the school facilities and the teacher's commitment need to be considered. According to Uysal (2012), the central points to address are teachers' needs, teachers' experiences and the teaching–learning context. It is also of utmost importance to value the ideas of the participating teachers, treat them as experts and encourage reflective practices among them to ensure a more sustainable impact of the training on their practices. That is, it is important to consider the teacher as central to the program to ensure professional learning occurs.

Factors that can negatively impact on professional development for science teachers

There are a number of factors that impede the desired outcomes of teachers' professional development programs. Like success factors, they can be related to the program or to teachers and contexts.

Professional development program-related factors

Program-related factors mainly concern the barriers generated by the presenter and/or the provider of the professional development program. Firstly, the professional programs might lack sound planning and evaluation phases, as sometimes the trainers are not given enough time to prepare and deliver the program (Uysal, 2012). Also, the delivery of the program may not be of a high standard, as the trainers are either inexperienced or have a tendency to be too theoretical (Mansour et al., 2014).

Another common factor responsible for the failure of professional development programs is that the content covered is not relevant to the teachers' specific needs. A recent study of 295 elementary school teachers in Saudi Arabia who attended a number of professional development programs offered by Local Education Authorities (LEAs) revealed that all these programs are designed centrally without taking into account the specific needs of teachers, and programs like these can serve only a "one size fits all" purpose for all participants (Sywelem & Witte, 2013, p. 888). According to Abdulrab and Sridhar (2012), the science teachers who attend PD programs do not receive much benefit from those programs due to the focus of the programs being only on methods in general rather than covering science teaching skills. Similar problems have been reported by other studies. For example, Uysal (2012) observed that teachers were not informed about the aims of the course prior to the training, the course content had little relevance to their specific needs and they had no scope to reflect on their problems to suggest possible solutions. Among other limitations mentioned by teachers were the unsuitable setting, an overcrowded training room, the short duration of training and "unorganized and boring" presentations or lectures (Uysal, 2012, p. 19).

Teacher and context-related factors

Teacher and context-related factors involve the individual teachers, the place where they intend to implement the PD program ideas and education policy. Firstly, the execution phase of any professional development program faces many challenges. Mansour et al. (2014) cite examples of participating teachers who found the professional development program interesting but not suitable to apply in their working context. In this respect, the role of the school administration is of importance. Teachers from a recent study stated that the school administration does not provide support for the professional growth of the teachers and does not allow teachers to take part in professional development events such as workshops, seminars or courses of their choice (Sywelem & Witte, 2013). In relation to this research, it is the mandated, generalised professional development that is to be explored from the teachers' perspective. However, it is the contention that mandated, generalised professional development programs have a negative impact on the possibility of teacher professional development occurring in Saudi Arabian schools.

Another major factor that causes the poor outcome of professional programs is the huge workload that teachers have to cope with. Teachers are often stressed with the burden of teaching a large curriculum within a short period of time. Moreover, teachers have to perform other duties in addition to classroom teaching (Mansour et al., 2014). Furthermore, the importance of continuing professional development programs as a means of professional development has been undermined by some teachers. There are teachers who believe that continuing professional development programs do not consider important factors like teachers' existing knowledge, experience and needs, and do not take into account the school and system in which teachers work (Sywelem & Witte, 2013). Also, there is the possibility of being opposed by the students and guardians as the teachers are

trained to follow the inquiry-based teaching of science while students and guardians prefer the traditional approach (Gupta, Herrington, & Yezierski, 2018).

Overall, there is research literature that reports lack of support from the government or the Ministry of Education for successful implementation of PD, which has an adverse effect on teachers' reform efforts and confidence levels (Gupta et al., 2018). Some of the serious impediments to successful implementation of PD include heavy teaching loads, poor timing of delivering PD, inadequate circulation of the PD program and lack of proper incentives to encourage teachers to take part in such programs (Alshamrani, Aldahmash, Alqudah, & Alroshood., 2012). Similar concerns were expressed by Appova and Arbaugh (2018), who reported that the PD programs in Saudi Arabia are mainly focused on quantity instead of quality and do not encourage teachers to explore better learning opportunities. Moreover, it is contended by Almazroa and Al-Shamrani (2015) that the PD programs for Saudi science teachers do not have a "systematic, comprehensive and coherent evaluation model" (p. 14).

Research Methods

This study used a qualitative approach to data collection techniques. The first phase of the data collection involved observing three PD programs for science teachers. Empirical in nature, the observations aimed to record the events that unfolded during the PD and the actions of the participants involved in the PD pro study recorded behaviours relevant to answering the main research questions in order to improve understanding of the context and nature of the mandatory PD programs. The second tool of data collection used in this study was an open- ended questionnaire which was employed to develop insight into the situation and help choose potential interview participants. The third research tool used in this study was the semi- structured interview as it afforded an opportunity to explore participants' views on aspects of the research question and offers a deeper understanding of the perceptions of science teachers about the effectiveness of professional development.

An open-ended questionnaire was completed by 81 science teachers who attended the in- service PD program in the Sarat Ubaidah region. Science teachers were recruited via letters sent by the Saudi Department of Education to all primary, middle and secondary school principals. Of the 414 science teachers listed in that region, a total of 81 teachers, comprising both experienced and new teachers, attended the five mandated PD programs and completed a questionnaire. Observations were conducted only on the three PD programs detailed above (attended by 47 teachers). Of the total 74 questionnaire respondents, 38 science teachers consented to participate in the interview; of these, only 21 participants engaged in the interview phase. The remaining 17 participants refused to engage in the interview either because they no longer wished to participate in the study, did not wish to be recorded, or failed to answer attempts at communication.

The data collected from this study, required guidelines to ensure the data was analysed in a systematic way. The notes recorded during the observations were reviewed multiple

times to identify common issues before categorising them into broad themes. The data collected was based on the researcher's observations of the level of engagement exhibited by the participants, as well as the questions they asked the presenters during the PD seminars. The notes recorded during the observations were reviewed multiple times to identify common issues before categorising them into broad themes. The following steps were followed to analyse the questionnaire data; commonalities between responses were read and grouped together, similar responses were colour coded into the same category, translated from Arabic to English (to ensure categorisation and coding occur before any potential changes in meaning could occur), and labels were used as themes to list and present findings for a certain question.

The data generated from the interviews were transcribed from the audio recordings. The participants' gestures, volume, emphasis, vocal intonation and body language were noted during the interviews. The coding process involved repeated readings of the interview transcripts to identify some broad headings for categorising the various types of responses. Original plans to use computer software like NVivo were abandoned after realising the program did not support language scripts written from right to left (such as Arabic). Instead, different colours were used to highlight participant responses and codes generated manually in Microsoft Word. Upon completing the coding in Arabic, similar codes were compiled to generate broad themes from the interview.

The findings were presented in the form of narrative discussions. The narrative texts included quotes from selected interviews (translated into English) that captured the typical feelings and experiences of the participants. A certified Arabic/English translator double-checked the participants' quotes to ensure the accuracy of the translations. The data was interpreted by comparing the findings from interviews against the research question and relevant literature as well as the personal experiences and contextual knowledge of the researcher. Finally, triangulation of data was used to promote the validity of the research.

Findings

The bar chart below (Figure 1) demonstrates the ease of implementation of ideas from professional development (PD) programs according to science teachers who participated in the questionnaire.
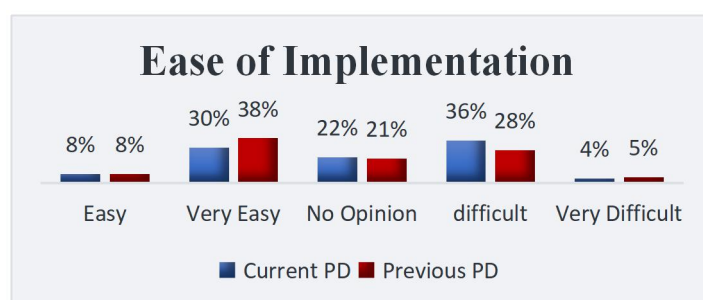

Figure 1. Ease of implementation of professional development programs for science teachers (open-ended questionnaire).

A 'very easy' level of implementation of ideas from PD was stated by 8% of participants with regard to both the current PD and PD programs attended previously. Furthermore, 38% of questionnaire respondents found it 'easy' when it came to the implementation of ideas from their current PD program, while 30% of respondents expressed the same level of ease with implementation of ideas from previous PD. A 'no opinion' rating was provided by 22% of participants with regard to the current PD, and 21% of questionnaire participants gave this same response to the ease of implementation question with regard to previous PD programs. A 'difficult' ease of implementation value was provided by 36% of participants in relation to the current PD program and 28% of participants in relation to previous PD. Finally, 4% of participants responded with a 'very difficult' perceived ease of implementation with regard to the current PD program, while 5% of questionnaire participants gave this ease of implementation in relation to previous PD programs.

Participants were also asked to explain their reasoning for the chosen level of ease of implementation of ideas from PD. The reasons given by the participants for expressing various levels of ease of the implementation of ideas from the PD they had attended currently as well as previously were related to six main factors: implementation, relevance/meaningfulness of the programs, availability, motivation, workplace and the PD program. As teachers showing 'very easy' and 'easy'' implementation of ideas from the PD indicate their overall positive attitudes, responses to these two categories were merged under one heading, 'ease of implementation'. Again, the two categories of 'hard' and 'very hard' were also merged into one named 'difficulty of implementation', as these two refer to science teachers' negative attitude about the implementation of PD.

Workplace

The results showed that six of the 74 PD participants expressed 'ease of implementation' for the current PD because of the workplace, while 10 of the participants reported 'ease of implementation' for the previous PD due to the workplace. The participants found that the current PD ideas could be implemented in the school. For example, participants said it was easy to implement the current PD ideas because "the school is prepared to implement the program ideas". Other participants claimed that the current PD ideas could be implemented easily at schools "because of the low number of students and the colleagues' cooperation". One participant added that "the number of the students is good". While explaining reasons for choosing 'ease of implementation' in relation to previous PD, participants mentioned how the school can help to implement the PD easily, as one participant said, "The teaching environment and the student numbers and their level in my school, I can implement most of the ideas". Another participant expressed that "in general, the school management cooperation and its encouragement and the low number of students might make all the ideas easy".

There were 10 participants who expressed 'neutral' for previous PD in relation to workplace, and six participants showed 'neutral' to current PD while considering the workplace. One participant found the previous PD to be 'neutral' because "the students are not capable of modern ideas". Another participant said, "I face some difficulties in the classroom because the number of students is low and in some classroom[s] there are only

three or two students". The other participant stated that "there are some ideas that suit the educational environment and the school's students and I will implement [them]". In relation to the previous PD, the participants also showed 'neutral' opinions toward implementation of the PD ideas because of the workplace. For example, one participant said, "The environments differentiate where some of the students can develop themselves and the student helps in implementation where others can't". Another participant added that "my classroom environment doesn't assist me in the implementation of these ideas". Additionally, one participant said it is neutral "because of the number of the students and that the students are established on some of the strategies and not having the classroom prepared".

The results showed that 20 of the PD participants expressed 'difficulty of implementation' of the current PD ideas because of the workplace. Again, 14 of the participants reported 'difficulty of implementation' for the previous PD due to the workplace. According to participants' opinions, the implementation of current PD ideas is hard because of "not having the right and proper school environment". Other participants said "the managers and the parents only focus on what is written on the papers" and "there is no lab and there are no organised halls" [classrooms]. In order to highlight his reason for choosing 'hard to implement' for the previous PD, one participant said, "The environment is totally incompatible with the knowledge of the program's presenters". Another participant mentioned "not having the proper environment for the professional development", as well as "the huge number of the students in the classroom" and "having a lot of lessons are not taken into consideration as well as the required administrative activities and duties".

Availability of equipment

The results showed that 13 of the PD participants expressed 'ease of implementation' of the current PD ideas because of availability of equipment. Again, 10 of the participants reported 'ease of implementation' for the previous PD ideas for the same reason. The participants found that the current PD ideas was easy to implement since equipment was available, stating that, "The school environment has all the tools that help the teacher in developing himself". Another participant added, "The methods are often simple and it doesn't require big and complicated possibilities". One participant mentioned the school as "having the tools that help in implementing the virtual experiments from the computer, display devices and appropriate spaces". In relation to the previous PD, participants said that it was easy to implement ideas because most of the necessary equipment was available. For instance, the participants stated that implementation was "very easy because of the available required necessities". Another participant said, "The school is prepared to implement the program ideas as well as having the resources and the devices in all of the classrooms". Moreover, one participant stated that the easy implementation of PD ideas was because of "having the encouraging and display requirements and having the cooperation between the groups of students".

Four participants expressed 'neutral' for the implementation of previous PD ideas in relation to availability of equipment, and two participants showed 'neutral' to current PD ideas for the same reason. The participants found the current PD ideas to be 'neutral' to

implement because of the availability of equipment. As one participant said, "it's not easy to have the tools". Another participant added that "all the implementation tools are available", while yet another said it is 'neutral' because of "lack of possibilities". With regard to the previous PD, one participant rated the implementation of ideas as 'neutral' because of availability of equipment. The participant stated that "it's hard to have the tools available". Another participant said, "Some programs needs the tools and effort". Nine of PD participants expressed 'difficulty of implementation' for the current PD ideas because of the availability of equipment, and four of the participants also reported 'difficulty of implementation' for the previous PD ideas due to the availability of equipment. The participants explained the reasons why the current PD ideas were difficult to implement, as one participant mentioned "the possibilities in the school doesn't help"; "not having the equipment and the required tools"; and "not having a lab that contains modern experimental tools and not having helpful tools". Another participant was wondering "how the [implementation] takes place without the tools and possibilities". In relation to the previous PD, the participants showed a 'difficulty of implementation' opinion because of the availability of equipment. For example, one participant said "the programs they require tools and devices that are not available in school". Another participant stated that difficulties included "the teaching tools and the place and the devices for the executed program".

The professional development itself

Two participants expressed 'ease of implementation' for previous PD in relation to the PD itself, while no-one expressed 'ease of implementation' for the current PD. Also, two participants showed 'neutral' responses for implementing the current PD in terms of the PD itself, while six participants showed 'neutral' responses for implementing the previous PD for the same reason. In relation to implementing the previous PD, the participants said, "Depends on the differentiation of the program where some programs are hard to implement while others are easy". Another participant reported that "some programs are useless and some are useful". One participant added, "Some of it [the PD] are not appropriate".

There were only two participants who showed 'difficulty of implementation' responses for implementing the previous PD in terms of the PD itself. The participants linked 'difficulty of implementation' for implementing the previous PD in terms of the PD itself because of "the lack of the subject and the professional programs".

Interviews result

When talking about the potential of implementing the PD ideas in school, the participants talked more about the barriers than the opportunities. Among the barriers mentioned by participants were workloads, lack of educational aids, work environment, challenging curriculum, the content and focus of PD, lack of practical application of PD and low-level and less-motivated learners.

Workloads

While talking about the barriers to implementation of the PD, the participants reported they have to struggle with workloads at school, which is aggravated by the non- teaching activities. One science teacher said that "the teacher has to explain and apply, and do other stuff, so he usually neglects the practical side; as for me, the curriculum of chemistry was too much for the academic year" (Fahad). Also dealing with three different syllabuses is another cause of excessive teacher workloads, which limits the desire to implement the ideas from PD. One participant mentioned: Since I started in the field of teaching, it has been eight years. I teach three syllabuses. I teach first, second and the third class in secondary. It is impossible to creatively implement three curricula, especially when they [the Ministry of Education] suddenly change the curriculum and say that you must be inventive in the three curricula. We face difficulty with the number of lessons and the number of curricula. (Jabeer)

Another reason causing challenging workloads for teachers is making up the lessons missed by teachers while attending PD. Regarding this, one teacher stated: We are inconvenienced by the professional development programs that are implemented during working days. As a result, we have to compensate for the missed lessons, especially we, as science teachers. We have four lessons in the second classroom and four lessons in the third classroom and if we have only two or three classrooms in the school, the teacher will encounter problems. This is caused by the lack of time, and the teacher's attempts to compensate for lessons missed due to attending PD sessions. If the professional development programs are over three days, there will be a disaster due to the huge number of missed lessons to be compensated for, and the quota of lessons which must be taught. (Talal)

Another cause of the excessive workloads for teachers is the challenge of new teaching methods, which means teachers need more time to prepare. This was particularly observed by a teacher who said:

In order to make a concept map, I need a lot of time. In addition, the method of representative education or other methods all require preparation. I do not have enough time because each week I have 20 mandatory lessons, which are difficult to cover in detail. You might say that the preparation should be done at home, but the volume of work is so high that my work day would stem from morning to night. I am really under pressure and there is no reward. (Talal)

Another teacher explained the time-consuming preparation that a teacher needs in order to teach using the new methods and gave an example: A PD in active learning shows where we try to make the student the centre of the learning process in a practical way, and make him able to find the information by himself. If I give the information, I may only take one minute to do so, but if I let students find it themselves, then we may take the whole (time) class to find the information. (Ahmad)

Unsuitable/insufficient teaching–learning materials

Participants mentioned the unsuitable/insufficient teaching–learning materials as one of the barriers to the implementation of PD at school. It was stated by some participants

that the teaching–learning materials available at school are not suitable for teaching the new curriculum. For example, the new curriculum suggests using certain computer programs in the classroom that are not available at school. On this aspect, one teacher said, "We have a computer program but it's outdated and might not be applicable for the modern curricula" (Ahmad). Overall, a shortage of materials in school has been reported by participants, which is in contrast with the PD environments that are equipped with all necessary materials and equipment. Another participant stated: We attended a professional development program on the Experiments Book. The place we attended the PD was 100% equipped where it was possible to apply the Experiment Book to a lesson. But when I came back to my school, I did not have any thing available to use. (Sami)

Work environment

Another barrier to the implementation of PD, as mentioned by science teachers, is the overall work environment at school. In fact, most teachers mentioned a discouraging environment with limited support and resources at their schools. As the schools are located in rural areas, they do not have access to modern amenities and services. For example, one teacher said, "Honestly, the work environment is not motivating for the teacher. My school is located in a village where services are not available" (Mohammed).

The implementation of innovative teaching ideas becomes even more challenging in rural schools than in the schools in the city areas. As one teacher reported, "Implementing some of the teaching strategies in an ideal type of school in Riyadh [the capital city of Saudi Arabia], which has all the tools, is not like applying it to a school in Sarat Ubaidah [rural area]; there will be a big difference" (Talal).

Moreover, implementing the new teaching ideas in schools is not often supported by principals who still have a traditional view of teaching. As one participant said: Maybe you have a school principal that does not help you apply an idea in school or change anything because he has a traditional mentality that does not want to accept change. Everything is fixed and does not change; some of them even do not like to change the location of their office desk. (Saleh)

The content and focus of professional development (relevance)

Another factor that acts as a barrier to implementation of the PD ideas is the non-specialised nature of the PD itself. All of the participants except one said that they attended PD programs with a focus on science teaching in general rather than a specific focus on specialised subjects such as physics, chemistry or biology. This was explained by one teacher who said, "Unfortunately, there have been general professional development programs, but there have been no specialised ones" (Sami). A typical general PD session such as this would have general goals and would comprise physics, chemistry and biology teachers all in the same program. One teacher gave an example of this as he said, "About 50 physics, chemistry and biology teachers were gathered together, just to know about the new curriculum; no further details were given" (Ahmad).

Misunderstanding of some concepts of the PD was also reported as a barrier to its implementation. One teacher explained: There are professional development programs

about active learning. We were able to understand only some concepts. I am telling you the implementation was apparent about 30% to 40% sometimes up to 50% of the time, and the reason was due to weak application. We did not practise what we learnt during the PD. There was supposed to be more opportunity to practise what we learnt during the professional development program, but there wasn't. (Fahad)

Lack of practical application of professional development

A lack of focus on implementation was also reported by the majority of participants as a barrier to PD implementation. In this regard, one teacher said that: The problem here is when you take a course about these modern ways of learning, they say you have to use the modern ways [new teaching methods], you have to deliver the information to the students and students should be the centre of the learning process. Okay then how can I apply that in a practical way and how can I deliver the information to the students and make them the centre of the learning process? How can I do that? No answer. (Ahmad)

Another teacher also felt that the PD was offered solely in a theoretical way, which eventually does not help with implementing the ideas. He said that: The professional development program that we receive from the trainer at the training centre is a theoretical one. Most teachers attending this course do not know how to implement it. The truth is that the courses are good but the matter of application is necessary...For example, the differentiation method of teaching and the method of the cooperative learning were presented in PowerPoint and slides and explained to us over two hours, three hours, five hours. Thank you...The end! How does the teacher apply this? Not all of us have the same level of understanding and ability to apply. (Talal)

While commenting on the aspects of PD programs that participants found most difficult to implement, teachers mentioned some factors that acted as barriers. The definition of a barrier is a tangible or intangible concept that teachers perceive as affecting their capacity to implement the PD idea in their classroom. The barriers can be divided to two main groups: barriers related to the individual teacher and barriers related to the Saudi Arabian context.

Challenges for individual teachers

According to Alshamrani et al. (2012), poorly timed, minimally advertised, limited PD programs, lack of incentives and an already heavy teacher workload reduce the effectiveness of the PD programs offered to teachers. This view is reflected in the data presented in result section, which presented the responses from participants when asked to identify the barriers likely to impede the implementation of strategies learned during PD programs into their classrooms. Their responses can be divided to three main groups: barriers related to teachers' workload, teacher collaboration and teacher resistance to change.

Teacher workload

Teachers may feel that there is a contradiction between the Saudi Arabian Government's support of PD programs and the barriers that exist to attending such training,

with these problems outweighing any possible advantages. One main barrier, amongst others, that influences the effectiveness of PD programs is the workload experienced by teachers on a daily basis in Saudi Arabia (Alshamrani et al., 2012). When talking about the school environment, participants reported struggling with excessive workloads at school that arise from performing activities in addition to regular teaching, such as managing many different syllabuses, achieving vast curriculum objectives and making up for lessons missed during PD attendance (Sellen, 2016). They also pointed out the high volumes of course content that have to be covered during the academic year and the additional preparation time required for applying new teaching methods in the classroom.

Teachers already perform many daily administrative tasks in addition to their teaching time in the classroom. As it stands currently, teachers may struggle to keep up with their workload as well as implement new teaching strategies without appropriate support. Non-teaching tasks such as administrative operations, lesson planning and yard duty place additional strain on teachers by taking up valuable time that could otherwise be better spent focusing on teaching in the classroom. Attending PD programs is a barrier to the teacher's ability to facilitate their work requirements as it takes up critical teaching and preparation time. Additionally, the lessons missed by the teacher participating in the PD program must be covered at a subsequent date, thereby placing additional strain on an already overcrowded teaching schedule. For these reasons, to combat pressure on teaching schedules, additional time could be specifically allocated for teacher training in order to accommodate the time teachers need to attend PD programs. Adding extra time to teachers' schedules to undertake PD would serve as an incentive and help to overcome their resistance.

Teacher collaboration

Schools that fail to encourage teachers to collaborate with colleagues after attending the PD programs are another barrier to effectively integrating ideas gained from PD programs into the classroom. Although the primary role of PD programs remains to promote professional growth of teachers (Leithwood, 1992), the participants in this study indicated that there is little, if any, collaboration between teachers who attended PD programs and non-attending teachers. Although teachers who have attended PD programs may feel they have acquired certain knowledge or skills, the likelihood of them sharing their knowledge to a third party is not always certain.

The participants stated that there are no formal procedures within the school environment for transferring the experiences gained from PD programs to other colleagues. Some of the participants indicated that they voluntarily share new ideas to their colleagues despite existing procedures not compelling them to do so. However, some participants have encountered disinterest from colleagues who had no desire to embrace new ideas or change their existing teaching practices. Others who requested their principal to organise workshops in which to share the main ideas with the broader teaching staff faced resistance from any staff who held traditional views of teaching. Some attendees also reported that they had gained little from the PD programs.

Therefore, the need to create a suitable school environment in which teachers can transfer new teaching ideas and methods would be an ideal scenario. An appropriate environment would reduce the strain put on teachers caused by travelling to PD programs during school time. School-based professional development that occurs as a natural transfer of information between teachers could aid the dissemination of teacher knowledge and reduce the perceived 'onus' on one teacher to attend one specific PD program and bear the responsibility of sharing its information. Kelly and Cherkowski (2017, p. 21) state that:

Part of creating a PLC (professional learning community) culture in schools is providing enough opportunities for teachers to meet together and establish a learning climate that values and welcomes honesty and courage to share teaching practices as an on-going inquiry, as well as a level of vulnerability that serves to strengthen the emotional bonds of the group as they work from a place of empathy and care rather than defensiveness and judgement. According to Kim, Erekson, Bunten, and Hinchey (2014), holding PD programs during school hours increases the chances of teachers gaining the most benefit from the training.

Teachers' resistance to change

Education reform involves more than introducing a new curriculum and teaching methods and expecting teachers to adapt accordingly. Active learning focuses heavily on student enquiry and critical thinking, which is something that is contrary to the traditional roles of students and teachers in Saudi Arabia. Moving away from this method requires a reduced level of teacher authority and instruction and more focus on student initiative and autonomy. The teacher is no longer the sole leader of discussion or instruction, but rather a facilitator of the discussion amongst students, providing a forum for student ideas. In theory, this shift to active learning appears to place less onus on the teacher; however, the adoption of independent thinking and greater student independence may provoke a sense of fear in teachers who are not equipped with the necessary skills to facilitate this correctly.

Resistance to accepting a new curriculum requires a change in pre-existing teacher opinion and behaviour. This process requires support from multiple sources, open discussion and appropriate conditions for learning. In order to create strategies to reduce teacher resistance to change, it is important to first understand the reasons for this resistance. Resistance to change can stem from teacher overconfidence in their existing teaching ability (Chen & Kompf, 2012). Changes can be interpreted via teachers' opinions and level of competence about what is "suitable education" (Ballet & Kelchtermans, 2009, p.1154). Additionally, some teachers feel their scientific expertise is being questioned while others lack sufficient confidence or fear reduced professional autonomy, or a combination of both (Terhart, 2013). In the Saudi Arabian context, "since teachers and lecturers possess such a high status in society and absolute power in the classroom, it is not surprising that they are reluctant to relinquish this power in favour of more 'student-centred' pedagogy" (Elyas & Picard, 2010, p. 138). Consequently, most teachers revert to traditional teaching practices after the professional development rather than encouraging active learning in more dynamic and collaborative learning environments. PD programs can play an integral part in shifting teacher thinking and practice by first focusing on modifying teachers'

attitudes towards implementing active learning methods before seeking changes in their practice (van Aalderen-Smeets & Walma van der Molen, 2015).

Although participants are introduced to proposed new teaching methods during the PD program, little time is invested in discussing their attitudinal change. Similarly, teachers are shown specific strategies to incorporate new approaches but not encouraged to shift their entrenched attitudes. In this regard, Madden (2017) argues that teachers need time and space to build the kind of expertise that is acknowledged, recognised and valued, and they need support that should help them identify and focus on the learning that they consider to be important. It is also important to provide teachers with conditions that ensure their safety and comfort while sharing their ideas and anxieties. According to Smith (2017), the ideal environment that supports and encourages teachers to think deeply, reflect critically and engage in open discussion is needed to create the ideal conditions for learning.

To be effective, professional learning relies heavily on teacher support, because risk-averse educators present a major barrier to change (Le Fevre, 2014). A possible means of reducing the perceived risks associated with change could be to encourage teachers to engage in critical thinking, which could go on to ultimately encourage positive changes in their teaching practices (Smith, 2017). Critical thinking may be one way to reduce teacher resistance, yet teachers' behaviour may also be a barrier to change. By participating in meaningful discussion, teachers may feel their work has an important role in their life and the lives of their students. According to Smith (2017), teacher dialogue originating from a range of sources, including school principals, could act as a meaningful provider of intellectual engagement. In fact, no behavioural change can be expected without significant investment in improving teachers' attitudes. Curriculum reform requires teachers to adapt not only their subject knowledge, but also their own learning and teaching methods (Lowe & Appleton, 2015).

In this study, some participants blamed the manner in which the PD programs were run for their resistance to incorporating the suggested changes. They identified a lack of implementation strategies, clear goals and scientific content as being among the serious shortfalls they encountered during the sessions in PD programs. Moreover, there were participants who felt the PD programs were offered only in a theoretical way. Some participants stated that the presenter was unprofessional and the programs felt like a routine. Some other participants said they felt the supervisor (the presenter) was mandated to present the program or they received little or no information about the program prior to attending. The negative perception might arise from the fact that their attendance was mandatory. Furthermore, the presenters' interaction during the program failed to reflect the principles upheld by active learning. Many presenters themselves, ironically, failed to incorporate active learning methods into PD programs while advocating that teachers implement such principles in their own classroom. Incorporating active learning directly into PD programs could provide teachers with a good example of active learning that could help teachers to implement this method of teaching in the classroom.

One possible solution for reducing teacher resistance to change could involve taking teachers' thoughts and feelings about change into consideration as well as considering the environment in which the change could occur. "When the subjectivity and objectivity of

teacher resistance are recognized, the right strategies can be developed to reduce teacher resistance" (Chen & Kompf, 2012, p. 113).

Challenges of context

Wilson (2013) identifies that the context or 'environment' of PD programs is the school culture, the socioeconomic backgrounds of the students and teachers and the availability of resources. The findings suggest that each element impacts on the implementation of new models of teaching in science classrooms. Specifically, in Saudi Arabia, after translating and adapting the science curriculum from McGraw- Hill, the Ministry of Education has now instructed teachers to foster independent learning methods for students. However, implementation of the new models requires addressing many challenges from many corners: the nature of rural communities, the cultural context, preserving cultural values in the classroom, inadequate resources, student motivation, the new science curriculum and broader resistance to change. These issues are discussed below.

Rural communities

As stated by the participants in this study, unequal access to requisite resources and deep-rooted views among parents in more conservative rural communities make the implementation of the new teaching methods more challenging. Many civilians in rural and remote areas lack access to electricity and, by extension, access to the internet. According to Lamb and Glover (2014), rural schools are more likely to have fewer resources, and teachers employed by these schools are offered fewer possibilities for professional development.

Unfortunately, witnessing teachers offering students the opportunity to facilitate their own learning frustrates parents who are more familiar with traditional teaching methods. Parents from rural communities in the southern regions in Saudi Arabia expect teachers to adhere to the rigid methods associated with the old curriculum. The way the rural parents perceive teachers' roles in the matter of teaching relates to the influence of the local culture in shaping the teaching of a particular discipline. In Saudi Arabian society, especially in remote and rural areas, successful teaching involves students passively copying material from the blackboard without asking questions rather than engaging in critical thinking practices. According to Alhassan (2012), in Saudi Arabian schools, there is a focus on teaching the entire assigned subject content rather than focusing on developing students' problem-solving, critical thinking and independent learning abilities. The findings from this study indicate that support from parents for students and teachers is vital for students' learning. However, in Saudi Arabia, most parents share the view that it is solely the responsibility of the government to provide education (Khan, 2011).

Successful student learning is also dependent on family support. Some countries have been able to appreciate the role of the family as partners in the educative process in student learning (Al-Issa, 2009). Therefore, it is imperative that the government attempts to educate not only teachers but also the parents on the advantages of the new teaching methods. According to Al- Issa (2009), despite the efforts of the Saudi Government in education reform, the role of Saudi families' participation in the education system in terms

of policies, curricula and teaching methods is still limited. This deficiency can be attributed to an education system that does not allow the families and the community to play this role because there are no policies that specifically relate to families and no new initiatives to involve the family in their children's education options (Al-Issa, 2009). One way to encourage smoother implementation of new teaching practices is for parents to understand the benefits the new teaching methods can offer and how parents can be active participants in their children's learning. In fact, significant encounters between teachers, parents, school principals and the wider community are the most effective professional development activities for teachers (Villegas-Reimers, 2003).

Preserving cultural values in the classroom

Like most other nations, Saudi Arabian schools have functioned as an implicit preserver of cultural heritage throughout history. Being knowledge-based institutions, schools in Saudi Arabia differ from other countries through their deep emphasis on preserving Saudi Arabian culture and upholding religious values. Saudi society is a very conservative society, where schools are expected to preserve the culture from generation to generation to retain the purity of the cultural heritage and purify it from other cultures (Alsafe, 2003). Where other countries have embraced the diversity that multiculturalism offers to schools, Saudi Arabia still faces challenges in embracing this. The cultural expectations of schools present a major barrier for those who are keen to implement an educational reform agenda and also challenges promotion of the required changes that first need to be accepted both by scholars and a conservative society committed to upholding religious beliefs (Al salomy, 2016). The acquisition of a new, foreign-based curriculum in Saudi Arabia may not be in tune with its previous ambition to maintain cultural purity; however, it may assist the nation in becoming more attuned to global educational reform agendas, including the UN's objectives to encourage a global partnership for development (UNESCO, 2017).

Inadequate resources

Lack of necessary resources within schools represents another significant factor that impedes the fostering of collaborative learning practices in Saudi Arabia. Participants highlighted that while the government appears committed to updating the science curriculum, such commitment has yet to extend to the requisite facilities to implement such changes. Actively implementing new learning practices is often hindered by inadequate school resources.

Participants stated that teaching–learning materials available at school are inadequate for teaching the new curriculum. For example, the new curriculum suggested using certain computer programs in the classroom that are unavailable at school. Overall, the shortage of materials in school reported by participants contrasts sharply with the PD environment, which is often fully equipped with all necessary materials and equipment. Although insufficient facilities and learning equipment could reduce academic performance, they do not necessarily equate to low-level academic results (OECD, 2013).

Inadequate school resources also encompass school principals' willingness to support their teachers in implementing new teaching ideas (Alabdulkareem, 2017). It is imperative that school principals constantly organise new learning opportunities for teachers to

demonstrate that they are "sensitive to the fears of some teachers' in trying new things" (OPM, 2008, p. 26). The role of the school in encouraging the continuous learning of teachers is seen as a fundamental area to be addressed by schools. As evident in this study, many participants admitted they only attended PD programs at the behest of their principal rather than their own personal desire to participate. For this reason, school leadership must continue to encourage teachers' professional development to ensure their continuous improvement. The principals' authority means they are best placed to motivate teachers to take advantage of PD programs. However, the principal should also provide the teacher with the necessary resources and support, as Beatriz, Deborah, and Hunter (2008) explain that: school leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling. (p. 9)

Conclusion

The most effective professional development programs are likely to be those that address the specific subject matter that relates to the teaching issues faced daily by teachers, rather than those that cover vague and decontextualised educational or pedagogical concepts. Other factors include teachers' involvement in learning communities, the facilities and resources provided by the school, and individual learning styles. On the other hand, common factor responsible for the failure of professional development programs is that the content covered is not relevant to the teachers' specific needs. PD programs in Saudi Arabia are mainly focused on quantity instead of quality

Reference

Al salomy, M. A (2016). Saudi society and change. *The Family Magazine in Riyadh - in cooperation with the Asiah Center for Consulting and Training*.Riyadh, Saudi Arabia.

Al-Issa, A. (2009). *Education reform in Saudi Arabia*. Riyadh: Dar AlSaki. Alabdulkareem, S. A. (2017). Saudi science teachers' perceptions of implementing inquiry in

science class. *Journal of Education and Training Studies*, *5*(12), 67-78.

Alhassan, R. P. M. (2012). The impact of the use of collaborative learning strategies compared to traditional teaching methods on student motivation and computer skills acquisition. *Journal of Educational Sciences, 25*, 391-418.

Almazroa, H., & Al-Shamrani, S. (2015). Saudi science teacher professional development: Trends, practices and future directions. In N. Mansour & S. Al-Shamrani (Eds.), *Science education in the Arab Gulf States: Visions, sociocultural contexts and challenges* (pp. 3-21). Rotterdam: Springer.

Alsafe, M. E. (2003). *Study of Saudi society* (2nd ed.). Riyadh, Saudi Arabia: Al Khuraiji Publishing and Distribution.

Alshamrani, S., Aldahmash, A., Alqudah, B., & Alroshood, J. (2012). The current situation for science teacher professional development in Saudi Arabia. *The Letter of Arabic Gulf*, *126*, 215-261.

Alshehry, A. (2018). Case study of science teachers' professional development in Saudi Arabia: Challenges and improvements. *International Education Studies*, *11*(3), 70-76.

Appova, A., & Arbaugh, F. (2018). Teachers' motivation to learn: Implications for supporting professional growth. *Professional Development in Education, 44*(1), 5-21.

Ballet, K., & Kelchtermans, G. (2009). Struggling with workload: Primary teachers' experience of intensification. *Teaching and Teacher Education*, *25*(8), 1150-1157.

Beatriz, P., Nusche, D., & Moorman, H. (2008). *Improving school leadership: Volume 1 Policy and practice*. OECD Publishing.

Chen, S., & Kompf, M. (Eds.). (2012). *Chinese scholars on Western ideas about thinking, leadership, reform and development in education* (Vol. 7). Springer Science & Business Media.

Elyas, T., & Picard, M. (2010). Saudi Arabian educational history: Impacts on English language teaching. *Education, Business and Society: Contemporary Middle Eastern Issues, 3*(2), 136-145.

Gupta, T., Herrington, D., & Yezierski, E. J. (2018). Target inquiry: A case for quality professional development. In P. MacIntyre & T. Gregersen (Eds.), *Innovative practices in teacher preparation and graduate-level teacher education programs* (pp. 383-416). IGI Global.

Johnson, C. C. (2006). Effective professional development and change in practice: Barriers science teachers encounter and implications for reform. *School Science and Mathematics*, *106*(3), 150-161.

Kelly, J., & Cherkowski, S. (2017). Collaboration, collegiality, and collective reflection: A case study of professional development for teachers. *Canadian Journal of Educational Administration and Policy*, *169*.

Le Fevre, D. M. (2014). Barriers to implementing pedagogical change: The role of teachers' perceptions of risk. *Teaching and Teacher Education*, *38*, 56-64.

Leithwood, K. A. (1992). The principal's role in teacher development. In M. Fullan & A.Hoboken: Taylor and Francis.Loughran J. (2017). Professional learning that matters. In K. Smith & J. Loughran (Eds.),

Quality learning: Professional learning. Rotterdam: Sense Publishers. Lowe, B., & Appleton, K. (2015). Surviving the implementation of a new science curriculum.

Research in Science Education, *45*(6), 841-866. Madden R. (2017). The practice room. In K. Smith & J. Loughran (Eds.), *Quality learning: Professional learning*. Rotterdam: SensePublishers.

Mayer, D., & Lloyd, M. (2011). *Professional learning: An introduction to the research literature.* Australian Institute for Teaching and School Leadership, Melbourne. Prepared in partnership with Deakin University and the Queensland University of Technology.

Richter, D., Kunter, M., Klusmann, U., Lüdtke, O., & Baumert, J. (2011). Professional development across the teaching career: Teachers' uptake of formal and informal learning opportunities. *Teaching and Teacher Education, 27*(1), 116-126

Sellen, P. (2016). *Teacher workload and professional development in England's secondary schools: Insights from TALIS: 10 October 2016*. Education Policy Institute.

Simon, S., & Campbell, S. (2012). Teacher learning and professional development in science education. In B. Fraser, K. Tobin, & McRobbie, C.J. (Eds.), *Second international handbook of science education* (pp. 307-321). Netherlands: Springer.

Smith, K. V. (2017). Conditions for learning building and sharing teacher professional knowledge. In K. Smith & J. Loughran (Eds.), *Quality learning: Teachers changing their practice* (pp. 29-38). Rotterdam: Sense Publishers.

Hargreaves (1992). *Teacher development and educational change* (pp. 86-103).

Sywelem, M. M. G., & Witte, J. E. (2013). Continuing professional development: Perceptions of elementary school teachers in Saudi Arabia. *Journal of Modern Education Review, 3*, 881-898.

Terhart, E. (2013). Teacher resistance against school reform: Reflecting an inconvenient truth. *School Leadership & Management*, *33*(5), 486-500.

Uysal, H. H. (2012). Evaluation of an in-service training program for primary-school language teachers in Turkey. *Australian Journal of Teacher Education, 37*(7).

van Aalderen-Smeets, S. I., & Walma van der Molen, J. H. (2015). Improving primary teachers' attitudes toward science by attitude-focused professional development. *Journal of Research in Science Teaching*, *52*(5), 710-734.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature.* Paris: International Institute for Educational Planning.

Wilson, S. M. (2013). Professional development for science teachers. *Science, 340*, 310-313.

The Perceptions of Students on the Application of Infographics as Instructional Media in promoting their Writing Abilities

Welliam Hamer[1*], Rahman Hakim[2], Agung Laksono[3]

[1,2,3] University of Sultan Ageng Tirtayasa, Indonesia

*Corresponding author's email: welliamhamer@untirta.ac.id

ARTICLE INFO	ABSTRACT
	The aims to be reached in this article are describing the process of using infographic as the media to teach English writing as well as identifying the perceptions of students toward infographics as the media to teach English writing at the eleventh grade of SMAN 3 Rangkasbitung. This research applied a qualitative descriptive method with two objectives of the research such as: 1) to describe the process of using infographic as the media to teach English writing at the eleventh grade of SMAN 3 Rangkasbitung and (2) to identify the perceptions of students on the use of infographics as the media to teach English writing at the eleventh grade of SMAN 3 Rangkasbitung. This research used four techniques to collect the data; observation, questionnaire, interview, and documentation. The implementation of this research involved one English teacher and 36 students of eleventh grade of IPA 1. The first findings revealed that the process of using infographic in teaching and learning writing which consisted of some processes; making lesson plan and infographics, presenting infographics, assigning the students by using infographic worksheets. The second finding, the students expressed positive responses of infographics; infographics were interesting, understandable, easy to use, and could motivate the students in learning writing. it can be concluded that the process of teaching English writing by using infographics run well. Then, on the use of infographic as the media in learning writing, the students have the positive responses to the infographics. The most students consider that infographic can foster their learning in English class. The students feel that the infographic is indeed effective because infographic do not take much time compared to other media like textbook, infographic do not spend much internet quota, and infographic could be used either in online class or offline class.

Introduction

Writing is a basic skill that assists people to make their thought into words on a paper with a pen, then become a meaningful form (Bashrin, 2013). Harmer (2004) posits that writing is one of the productive skills besides speaking. Writing is stated as the productive skill because people produce something in written mode. Meanwhile, reading and listening are stated as the receptive skills. Those are stated as receptive skills because people are accepting something in their mind by listening and reading.

In teaching and learning, writing cannot be separated in language learning activities because students are often required to finish their tasks in written forms. For example, in

listening class the students also face on some tasks that have to be finished in written forms. In the syllabus of education curriculum 2013, the students are expected to have capability in writing texts by expressing their ideas, information, thoughts, opinions, and by using appropriate vocabulary, spelling, punctuation and also grammar. The students, particularly senior high school, are expected to be able to write well some kinds of texts such as descriptive, narrative, procedure, analytical exposition, explanation, report, and such.

However, writing is not easy and needs the hard efforts to achieve it as stated by Rao (2015) that writing is the hardest skill in a language among other skills. Writing can be more straightforward to learn by using media to help people or the writers. One of the media can be used in learning writing is infographic. Infographic stands for information and graphic. It is also defined as the collection of imagery, data visualizations such as bar graphs and charts, and minimal text that makes the readers easy to understand about a topic. Infographic is stated as media which can be used in teaching and learning as stated by Mitayo & Nakanitanon (2021) that infographics have a lot of usages in many fields such as politics, business, advertisings, educations, health, and other fields.

In recently years there are some researchers who found that infographic could be used in education field. A pre-experimental study entitled "The Use of Infographics to Enhance the English Writing Skill of Mathayomsuksa 3 Students in a Private School Context" that had been conducted by Mitayo & Nakanitanon (2021) resulted that infographic as a media could improve students' writing ability because it would be effective and gave the positive results. A study conducted by Cupita & Franco (2019) which is entitled "The Use of Infographics to Enhance Reading Comprehension Skills among Learners" resulted that infographics were as the media could give the beneficial impacts in developing reading skill of students. Other study entitled "An Analysis of Students' Perception in Learning English Grammar through Infographics" that had been conducted by Fadhil (2018) resulted that infographics could be very understandable in learning grammar and the majority of the students trusted that the infographics could assisted them to remember the material easily.

Based on the previous studies above, it can be stated that infographics are the media which had positive impacts in learning language, especially for English language learning. However, there is less research that deals with the students' perceptions on the use of infographic in English writing skill, especially for students in senior high school.

Furthermore, the researchers had an access to do the preliminary observation and then it had been conducted by the researchers at SMAN 3 Rangkasbitung in April 2022. The researchers did it to get information about the media used by the English teacher in teaching English language, especially for teaching writing. Then, it could be informed that the English teacher often uses infographic as a media to teach English writing. The English teacher uses infographics because she believes that infographics could make the English class more interesting, especially in teaching writing. However, the teacher had to know the perceptions of her students toward infographics used in her class to teach students' writing. It is necessary to know whether the students really enjoyed the class by using infographics or not. Thus, the researchers are interested to the perception of students on the use of infographics as the media to teach English writing.

Research Methods

This research used qualitative method with the descriptive approach. In qualitative method, the goal is not only to produce the whole description of something but also to produce the depth understanding of the phenomenon or experiences of people in natural ways. Descriptive qualitative is a philosophic in tradition, influenced or informed by one of the major qualitative designs, to get a clear description about certain events or phenomenon from the thoughts or perspectives of someone (Magilvy & Thomas, 2009). Similarly, Sandelowski (2000) stated that descriptive qualitative provides comprehensively a summary of an event in every day.

The research had been conducted on April 9th 2022 until April 27th 2022 which was located at SMAN 3 Rangkasbitung at Jl. Letnan Muharam No. 5 Rangkasbitung. In this school, there are two majors such as IPA and IPS for tenth grades, eleventh grades, and twelfth grades. The researchers enacted this school as the setting for this research because this school has the English teacher who teaches English by using Infographics especially in teaching writing. Besides, this school has been implementing normal system for teaching and learning activity. This school is also known as the one of the best schools in Rangkasbitung which certainly has the teachers who are competent in their fields.

Magilvy & Thomas (2009) stated that there are some characteristics for the participants in this type of research; firstly, the participants have the experiences of the phenomenon. Secondly, the participants have an ability to communicate with the researcher. Lastly, the participants are willing to tell their experiences to the researcher about the phenomenon. In this research the eleventh grade of IPA 1 were the participant. That class consisted of 36 students which were 12 boys and 24 girls. The researcher chose that class due to some considerations. First, the English teacher teaches English, especially writing by using infographics at XI IPA 1. Secondly, the English teacher recommended that class regarding to her belief that the students would be able to participate cooperatively in this research. Besides, the researchers chose the English teacher as a source of the data in order to gain more adequate data.

The data can be gained by using observation, interview, questionnaire, documentation, and mixed of them. In this research, the researchers used observation, questionnaires, interviews and documentation to gain the data at the field. In qualitative research, there are some instruments that can be used for collecting the data namely observation sheet, field note, questionnaire, interviews, and others. In this research, the researchers collected the data by using observation sheet checklist, questionnaire, interview and document as the instruments for qualitative data.

The researchers used data analyzing technique by Miles et al. (2014) such as 1) Data condensation. This is the first process which consists of selecting, focusing, simplifying, abstracting, and also transforming the data that shows in written-up field note or transcription. Therefore, the data which is through this step will give the clearer information and will ease the researcher for collecting the next data. 2) Data Display. In qualitative method, after the data has been reduced, then the data will be displayed in

qualitative form such as short description, chart, flowchart, and others. The most used form to display the data is narrative text. 3) Drawing Conclusion. It is the last step in analyzing the data. In this step, the data which has been through condensation and data display, then the data will be drawn as the conclusion. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

Findings and Discussion

The Process of Teaching English Writing by Using Infographics Media. This is observation sheet checklist used to observe the process of teaching English writing by using infographics media.

Table 1 Observation Sheet Checklist

Teacher's Activity	Yes	No
1. The teacher prepared the infographics before starting the class.	✔	
2. The teacher did the pre-teaching activity (greeting, praying, motivating).	✔	
3. The teacher showed the students about the material which is inside infographic form by using LCD Projector.		✔
4. The teacher started to explain the material about definition cause and effect.	✔	
5. The teacher explained the example of cause-and-effect sentences which there are illustrations on infographics for each example.	✔	
6. The teacher explained students the conjunction for cause and for effect.	✔	
7. The teacher drilled the students to make cause and effect sentences by seeing the infographic.	✔	
8. The teacher gave the students exercises in making cause and effect sentences by using infographic form.	✔	
9. The teacher checked and reviewed the exercises.	✔	
10. The teacher gave group assignment to the students.	✔	
Students' Activity		
11. The students gave the good responses to the teacher during teaching and learning activities.	✔	
12. The students underdid the class very active and motivated.	✔	
13. The students finished well the individual assignment given by the teacher.	✔	
14. The students finished well the group assignment given by the teacher.	✔	

Based on the data gained from observation that the process teaching and learning writing had done through some processes. Firstly, before the day of the class begins, the teacher made a lesson plan and organized the material or the topic which was cause and effect materials. The teacher made the material about cause and effect in infographic forms by using Canva apps. Canva is a graphic designer used to create social media graphics, presentations, posters, documents and other visual contents. In making the infographics, the teacher wrote down the definition, conjunction and preposition, example of cause-and-effect sentences, the exercises, and others related to the cause-and-effect topic in infographics forms.

After having prepared well, the teacher came to the eleventh grade of IPA 1. To begin the class the teacher did the pre-teaching such as the teacher opened the class with the greetings and asked the students to pray together, then she checked the students' attendances.

In the whilst-teaching, even though the teacher did not present the infographics by using LCD projector, she sent the infographics contained cause and effect material to the students' WhatsApp group and then she explained the material of cause-and-effect topic such as definition, conjunction and preposition which are used for cause and effect, and then explained how to make cause and effect sentences. In the middle of teaching and learning activities, the English teacher also did the fun activity to boost the students in the class. The teacher invited the students to play the Tono and Tina game. It was played by the teacher and the students in standing position, the start with the teacher told the story of Tono and Tina family, when the teacher said "Tono", the students had to move their body to the backward side. When the teacher said "Tini", the students had to move their body to the forward side. When the teacher said "father" it meant the students had to move their body to the left side, meanwhile the word "mother" was meant to the right side.

After the teacher explained the material about cause and effect, she gave her students an assignment by giving her students infographic worksheet which had been made by English teacher at liveworksheet.com. The English teacher send the assignment by sending the link of infographic worksheets to the students' WhatsApp group. The students could finish the assignment by click the link which is directed to that assignment that had been made by English teacher and then the students had to finish it. The assignment was dominated to writing exercises or making cause and effect sentences. In giving this kind of assignment the English teacher aided the students by tutoring the way of doing the assignment. The English teacher also checked the students while they were doing the assignment to find out whether they encountered the difficulties or not.

Besides, the assignments to teach English writing was different for the next meeting. For the next meeting, the English teacher used printed infographic worksheet as the assignment. The English teacher made six printed infographic worksheets and divided the students into 6 groups. Those printed infographic worksheets are contained the illustrations which imaged cause and effect actions without any words to describe the illustrations. The teacher also had prepared the random words on six papers as the answers of printed infographic worksheets. Then, the students had to cut the words off and

then sticked those words on the printed infographic worksheets in order that the illustrations in printed infographic worksheet could have complete sentences.

Table 2. The Students' Perceptions on the Use of Infographics as the Media in Learning Writing.

No.	Questions	Yes	No
1.	Should English lesson not use any media?	11.1% *f*=4	88.9% *f*=32
2.	Do Infographics save more internet quota in its implementing in learning compared to other media?	94.4% *f* = 34	5.6% *f*=2
3.	Do the elements like icon, images, characters, and other elements make you ease to understand English lesson?	97.2% *f* = 35	2.8% *f*=1
4.	Do the elements like icon, images, characters, and other elements make you ease to remember the English material?	97.2% *f* = 35	2.8% *f*=1
5.	Do infographics as a media encourage you to learn more English material?	86.1% *f* = 31	13.9% *f*=5
6.	Is English learning by using infographic media more interesting?	97.2% *f* = 35	1.8% *f*=1
7.	Do infographics media that used in English lesson have attractive and fresh design?	100% *f* = 36	-
8.	Do infographics media used by your teacher enhance your motivation and interest to learn English more serious?	94.4% *f* =34	5.6% *f*=2
9.	Is infographic media suitable for English lesson?	100% *f*=36	-
10.	Does Infographic as learning media drill you to write English sentences?	88.9% *f* =32	11.1% *f*=4
11.	Do the illustrations in infographic help you to write simple sentences in English?	97.2% *f* =35	2.8% *f*=1
12.	Do infographics used as learning media help you to improve your writing skill?	75% *f* =27	25% *f*=9
13.	Do the elements in infographic as learning media make you interested to enhance writing skill?	80.6% *f* =29	19.4% *f*=7
14.	Does infographic as learning media save more time compared to textbook media?	97.2% *f* =35	2.8% *f*=1
15.	Can infographic media be used in online and offline class?	91.7%	8.3%

f =33 f=3

Based on the data gained by the researchers through the data collecting techniques that had been conducted, it can be concluded that the most students have positive responses to the infographics as their learning media. Most of the students of XI IPA 1 showed that they really agree that the infographics as their learning media is easy to use and more effective than the other media they have ever used before. The infographic makes the students understand more about the material which is cause and effect material. This is also supported by Naparin & Saad (2018) that infographics can support the students to increase their understanding the lesson easily.

The students also considered that infographic is better than other learning media that they have ever used before like YouTube, they feel like infographic can save more internet quota in its use. It is because the format of infographics that they use for learning was JPG, PNG, even PDF which are able to save more internet quota. Meanwhile, YouTube is in MP4 format which can spend more internet quota to use it. In addition, the students also think that learning English with infographics can save more time because the material or the lesson are conveyed in good summary on infographics. Besides, in the easiness of remembering the material, the students also believe that infographic make them easy to remember the material of cause and effect because there are pictures, illustrations, colors, and others as the elements in infographics that make the students feel easy to remember the material. That is supported by Senjaya et al. (2019) that the visual can help the humans to increase their memory. According to Dunlapa & Lewnthalb (2016) in their research, the humans can be able to remember hundreds even thousands of images/pictures only within seeing them in few seconds. It means that by seeing the visual data, people can remember the things more straightforward and saved longer in their mind.

The students also agree that infographic is also useful. By using infographics as a media in learning, the students feel like helped in their learning. For example, in making sentences of cause and effect. The students can make sentences in English more straightforward. It is caused by the elements that infographics have. The elements such as illustrations, colors, and the other elements involves in aiding the students to write in English. Futhermore, infographics can also improve students' writing skill. The most students of XI IPA 1 think that the images, illustration, can stimulate them to write in English better. It means by seeing the illustration and other elements, it can help students to have their ideas about what they will write.

Infographic can build the interests of students to learn more about something. As it happened to the students of XI IPA 1 that they feel motivated to learn English more even to enhance their writing skill. It is in line with the theory of Senjaya et al. (2019) that infographics can build the students' interest become higher in learning something. In addition, infographic comes the ideas of students while the students are seeing the elements on infographics such as illustration, images, colors, and others. Infographics also make the students become more active in the class and take a part in making students become more participated in teaching and learning activity. This is evidenced by the

students that they were taking focused on receiving the material delivered by the teacher. It means that by using infographics, the class is not boring but fun and interesting.

However, those effectiveness, usefulness, easiness depend on the main actor in teaching and learning where the English teacher as the controller in the class. Besides, she is the person who designed the infographic, if she did not design the infographic well, the students might have different perception on the infographics used in their learning. In addition, the skill of teaching that belongs to the English teacher also can make different perceptions of students to the use of infographics. Then, it can be said that the infographic can be used as good media for teaching and learning if the teacher as the person who designs it has the creativity and good competence in teaching.

Conclusion

Based on the findings and the discussion, it can be concluded that the processes of teaching English writing by using infographics can run well. Then, on the use of infographic as the media in learning writing, the students have the positive responses to the infographics. The most students consider that infographic can foster their learning in English class. The students feel that the infographic is indeed effective because infographic do not take much time compared to other media like textbook, infographic do not spend much internet quota, and infographic could be used either in online class or offline class. Besides, the students also feel that infographics are easy to use because infographics can be shared easily to their phones in some format such as JPG, PNG, or even PDF, and infographic is not only easy to use in digital format but also in printed format. Furthermore, the students also consider that infographic is useful because infographic can help them to appear their ideas in making sentences by seeing the elements in infographic. In addition, the students also consider that infographics as the media for learning English can make students feel motivated and interested to learn English lesson deeper and to enhance their English writing ability. It is because of the elements of infographics that make the students feel interested and motivated.

The implementation of the infographics as the media in learning writing is excellent and interesting. However, the researchers has some suggestions for the students, the teacher, and the school on the use of infographics as the media to teach English writing. For the students, the researchers suggest that the students can make their own infographics which consist of the material about cause and effect in order to enhance writing ability. They can make it by using Canva application or another apps. Besides, by making infographics, it also can make the students learn how to design, to arrange their ideas become products, and to improve their ability in technology nowadays. For the teacher, it is better use infographics as media to teach other skills of English. For example, the teacher can use infographics to teach reading comprehension. Then, For the school, the researchers recommend to provide more related facilities such as dealing with the stable internet connection and to improve the internet speed in order to support the teaching and learning activities by using infographics.

References

Albright, Z. L., & Langan, J. (2020). Exploring writing: paragraphs and esaays. In Angewandte Chemie International Edition, 6(11), 951–952. (4th ed.). McGraw-Hill Education.

Bashrin, S. D. (2013). Productive skills: Teaching beginners in English medium school. Retrieved from http://dspace.bracu.ac.bd/bitstream/handle/10361/2732

Cupita, L. L. A. & Franco, P. L. M. (2019). The use of infographics to enhance reading comprehension skills among learners. *Colombian Applied Linguistics Journal*, 2), 230-242.

Dunlapa, J. C. & Lowenthalb, P. R. (2016). Getting graphic about infographics: Design lessons. *Journal of Visual Literacy*, 42-59.

Fadhil, A. (2018). An analysis of students' perception in learning English grammar through Infographics. Retrieved from https://repository.ar-raniry.ac.id/id/eprint/4886/

Harmer, J. (2004). *How to teach writing (1st ed.)*. Pearson Education Limited.

Khomaria, I., Kartono, & Lestari, L. (2017). Penggunaan media infografis untuk meningkatkan minat belajar IPS pada siswa sekolah dasar. *Didaktia Dwija Indria*.

Lamb, A. & Johnson, L. (2014). Infographics part 1: Invitations to inquiry. *Teacher Librarian*, 41(4), 54–58.

Longknife, A. & Sullivan, K. (2012). *Easy writing skills step-by-step*. The McGraw-Hill Companies.

Magilvy, J. K. & Thomas, E. (2009). A first qualitative project: Qualitative descriptive design for novice researchers: Scientific inquiry. *Journal for Specialists in Pediatric Nursing*, 14(4), 298-300.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data anlaysis: A method sourcebook*. SAGE Publication, Inc.

Mitayo, A. & Nakanitanon, P. (2021). The use of infographics to enhance the English writing skill of mathayomsuksa 3 students in a private school context. *Journal of Education Sakon Nakhon Rajabhat University*, 1(3), 357–368.

Mubarok, F. U. & Asri, A. N. (2020). Infographics: Media for improving students' writing abilities. *KnE Social Sciences*, 78–87.

Naparin, H. & Saad, A. (2018). Recommended elements of infographics in education (programming focused). https://doi.org/10.5121/ijma.2018.10603

Rao, D. V. (2015). Teaching English communication skills for professional students. *Indo-Asian Journal of Multidisciplinary Research (IAJMR)*, 1(2), 125–131.

Sandelowski, M. (2000). Focus on research methods: Whatever happened to qualitative description? *Research in Nursing and Health*, 23(4), 334-340.

Schmandt-Besserat, D. & Erard, M. (2008). Writing systems: An introduction to their linguistic analysis. *Encyclopedia of Archaeology*, (1), 2222–2233.

Senjaya, W. F., Karnalim, O., Handoyo, E. D., Santoso, S., Tan, R., Wijanto, M. C., & Edi, D. (2019). Peran infografis sebagai penunjang dalam proses pembelajaran siswa. *Altruis*, 2(10), 61.

Smiciklas, M. (2012). The power of infographics: Using pictures to communicate and connect with your audience. In the power of infographics. Que Publisher.