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Educational Terminology in the Opinion of Jawapos.com and Its Utilization as Teaching Materials for the Class VII SMP

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Abstract

This research aims to (1) Describe the forms of educational terminology in the opinions of Jawapos.com, and (2) Describe the utilization of terminology as teaching materials for opinion texts in the seventh grade of junior high school. This research employs a descriptive qualitative approach. The object of this research is the terminology found in the opinions of Jawapos.com. Data collection techniques in this study use observation and note-taking. Data validation techniques in this study use source triangulation. The data analysis technique in this research employs referential matching. The results of this study show that (1) the form of educational terminology in the opinions on Jawapos.com includes 10 noun forms, 2 verb forms, 3 adjective forms, and 2 function word forms. (2) This research can be used as teaching material in the seventh grade of junior high school regarding opinion texts.

Keywords: Opinion, teaching materials, educational terminology

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Abstrak

Penelitian ini bertujuan untuk (1) Mendeskripsikan bentuk terminologi pendidikan dalam opini Jawapos.com. dan (2) Mendeskripsikan pemanfaatan terminologi sebagai bahan ajar teks opini kelas VII SMP. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Objek penelitian ini adalah terminologi dalam opini Jawapos.com. Teknik pengumpulan data dalam penelitian ini menggunakan teknik simak dan catat. Teknik Validasi data dalam penelitian ini menggunakan teknik triangulasi sumber. Teknik analisis data dalam penelitian menggunakan padan referensial. Hasil penelitian ini menunjukkan bahwa (1) bentuk terminologi pendidikan dalam opini di Jawapos.com terdapat jenis kata nomina sebanyak 10 bentuk, verba sebanyak 2 bentuk, adjektiva sebanyak 3 bentuk, dan kata tugas sebanyak 2 bentuk. (2) Penelitian ini dapat dimanfaatkan sebagai bahan ajar pada kelas VII SMP mengenai teks opini.

Kata kunci: *Opini, Bahan ajar, Terminologi Pendidikan*

Introduction

The development of technology makes it easy for people to access information, thus encouraging them to become more efficient and careful in choosing reading materials (Indriyani, 2020:26). Online media is one of the sources of information for the public in the current digital era. One type of online media is a website, one of which is an opinion website. In today's era, mass media is present in various forms, namely electronic and non-electronic media. Examples of electronic mass media include radio, television, and mobile phones, while non-electronic media includes newspapers and magazines. The term mass media itself has a variety of meanings and can be interpreted from different perspectives (Juwita and Wahyudi, 2018:34).

According to the Minister of Communication and Information, Indonesia has recorded around 43 thousand online news sites, while the number of media that have been verified by the Press Council has reached less than 100 portals (Kominfo, 2018). Some of the online websites include Jawapos.com, Republika.com, Tribunnews.com, antaranew.com, and others. These online websites have their own opinion spaces as a platform for expressing ideas and critical thoughts.

Education is one of the main factors that supports the development and advancement of a country's civilization through the enhancement of individuals' intellectual intelligence (Astomo, 2021:172). The implementation of education requires carefully formulated policies that take into account the participation of the community and heed public opinion in the formulation process (Setiawan, 2022).

Education plays an important role in improving the quality of life for individuals as well as society as a whole (Indy, Waani, and Kandowangko, 2019). Many writers also express their opinions on the current educational issues. For example, the official implementation of the Merdeka curriculum in 2022 as a government effort to address the learning loss or setbacks experienced during the Covid-19 pandemic. Several writers, lecturers, teachers, and others express their opinions on various online media platforms (Tuerah and Tuerah, 2023:980).

The forms of educational terminology spread in online media opinions have linguistic characteristics and broad meanings, thus requiring in-depth analysis to understand the educational concepts conveyed by the writers. An educational terminology is not just fixed to terms alone, but also follows the educational issues that occur. Therefore, these terms can become indicators of educational dynamics.

The use of authentic media such as opinion articles from online media adds a new dimension to the process of learning the Indonesian language, particularly in reading and writing

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opinion texts skills. By utilizing texts from current media, students not only learn to recognize the structure of opinion texts theoretically, but also to understand the social context and educational issues that are currently developing. This aligns with the Merdeka Curriculum guidelines that emphasize the importance of contextual, meaningful, and real-life based learning for students (Wahyuningsih, Ma'ruf, & Kuncoro, 2024).

The utilization of this research as teaching material for seventh-grade junior high school in learning Opinion Text. Quality teaching materials are a general requirement to support the success of learning. Some textbooks still lack examples that align with students' everyday environment. This utilization provides students with a different opportunity to understand educational issues. Opinion articles from Jawapos.com serve as an effective supplement that presents current educational issues relevant to students' experiences. Fostering enthusiasm for learning and honing students' creative abilities can be achieved by utilizing online media (Nurhayati et al. 2023).

The development of teaching materials is crucial for teachers to create a more efficient, directed, and compatible learning process with the targeted competency achievements (Septiana and Rahmawati, 2021:40). The Indonesian language itself is a core subject that must be taught at all levels of education, from primary to secondary. Teaching materials play a crucial role as explanatory tools in classroom learning activities. One form of innovation in education can be realized through the writing and editing process of teaching materials. The development of teaching materials, whether conventional or innovative, can support the learning activities of teachers and students, making the learning process more engaging, non-monotonous, and covering a variety of topics (Widodo, 2017).

Latifah's research (2024) discusses educational terminology in the Quran, while this research examines educational terms in online media. Both identify educational terms, but differ in their data sources and contexts: Latifah focuses on religious texts, whereas this research focuses on media opinions for learning purposes in junior high school.

Method

This research uses a qualitative descriptive approach. In the book by Loso Judijanto et al. (2024) "Research Design (Qualitative, Quantitative, and Mixed Approaches)," it is stated that qualitative research is a method for exploring and understanding the meanings held by different individuals or groups. In linguistic research, the descriptive method is generally used in the qualitative approach, especially in the data collection process and in the scientific presentation of data.

The research object is anything that becomes the focus of study to be analyzed in order to gain a deep understanding of a particular situation or phenomenon being researched (Hamidah & Hakim, 2023:685). The object of this research is the terminology in Jawapos.com opinions. This includes the terms used to discuss educational issues that arise in opinion pieces.

Research techniques are a crucial element in the implementation of any study, as they determine the accuracy in obtaining and analyzing data optimally (Aswara et al., 2018:77). The data collection technique in this research uses the observation and note-taking techniques. The observation technique is a method of data collection by observing and closely listening to the research object, especially the language used within it, to obtain supporting data for the research (Markhamah et al., 2020).

The data validation technique in this research uses source triangulation techniques. This approach involves comparing data obtained through observations with information from various other sources. The data analysis technique in the research uses referential matching. This approach includes activities of comparing observation results with information sourced from various other sources.

Result and Discussion

The dominant form of educational terminology is nouns. The types of words in educational terminology include 1) noun terminology forms. 2) verb terminology forms. 3) adjective terminology forms. 4) function word terminology forms. The forms of educational terminology based on word types are presented in the diagram below.

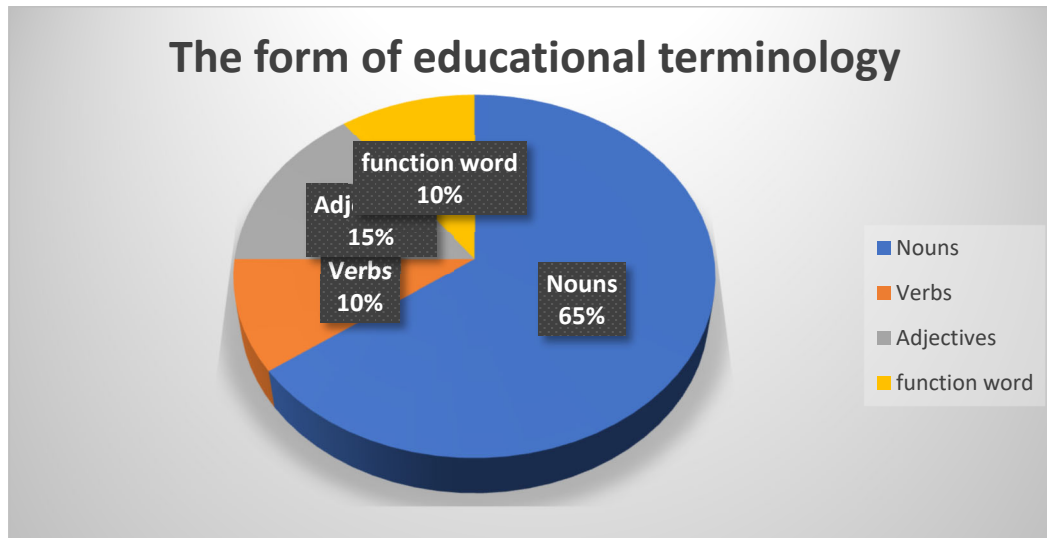


Figure 1. The Form of Educational Terminology

a. Forms of Educational Terminology Types of Nouns

1) Many benefits for teachers if they participate in the Journalistic Training for Senior High School/Islamic High School teachers of Malang Regency, organized by Jawa Pos Radar Malang in collaboration with the East Java Provincial Education Office in the Malang Regency area.

(Banyak keuntungan para guru jika ikut Diklat Jurnalistik Guru SMA/MA se-Kabupaten Malang yang diadakan Jawa Pos Radar Malang bersama Cabang Dinas Pendidikan Provinsi Jawa Timur Wilayah Kabupaten Malang)

Data 001 falls within the realm of educational terminology indicated by the term **Teacher Journalistic Training**. The phrase Teacher Journalistic Training is a noun (nomina). The word *training* refers to an intangible activity or institution, thus it is categorized as a noun. The word *Journalistic* serves as a modifier to *training* and describes the field. Meanwhile, the word *teacher* is also a noun that refers to the actors or targets of the training, which is the human subject. Training can be understood as a process that integrates art and skills in managing various targets and learning objectives (Wahyuningsih, Ma'ruf, and Kuncoro, 2024:54).

2) The PGP program aims to equip teachers to become learning leaders who can nurture students' potential and actively develop other educators in implementing student-centered learning to realize the Profiles of Pancasila Students

(Program PGP bertujuan untuk memberikan bekal kepada guru menjadi pemimpin pembelajaran yang dapat menumbuhkembangkan potensi peserta didik dan aktif mengembangkan pendidik lainnya dalam mengimplementasikan pembelajaran yang

Data 002 falls into the category of educational terminology indicated by the word **teacher**. The word *teacher* is a noun as it refers to a profession or person being objectified. A teacher is a professional educator whose main tasks include educating, teaching, guiding, directing, training, assessing, and evaluating students in a formal educational environment (Sulistiani and Nugraheni, 2023:1262).

14) The Merdeka Curriculum, one of the policy programs under the umbrella of the Merdeka Belajar movement, is designed as an effort to recover learning developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) within a more flexible framework, focusing on providing essential material, as well as character development and student competencies
(Kurikulum Merdeka dilaksanakan agar lulusan lebih dekat dengan lapangan kerja, termasuk dalam penyusunan Capaian Pembelajaran (CP), yang diharapkan sesuai dengan kompetensi tertentu)

Data 014 is included in the form of educational terminology indicated by the term **Merdeka Curriculum**. The phrase *Merdeka Curriculum* is a noun. The word *curriculum* refers to a system or design of learning and the word *merdeka* functions as an adjective, as it provides information or characteristics of the curriculum, which indicates the characteristics of a curriculum that is student-centered and gives freedom to educational units in organizing learning.

The Merdeka Curriculum is an approach to the curriculum that provides space for students to deeply understand concepts and master skills well through a variety of flexible and varied intraclass learning (Idris, Muqowim, and Fauzi, 2023:90). The implementation of the Merdeka Curriculum aims to create a more flexible and open learning system (Ariga, 2023). This system allows students to choose and determine their own learning paths that are most suitable for their passions, potentials, and individual needs.

18) Various online education platforms and interactive learning applications can be a solution to address the shortage of teaching materials and media
(Berbagai platform edukasi online dan aplikasi pembelajaran interaktif dapat menjadi solusi untuk mengatasi kekurangan bahan ajar dan media Pembelajaran)

Data 018 includes the form of educational terminology represented by the term **Teaching Materials**. The phrase *teaching materials* is a noun. The word *materials* refers to something used as basic material or content in an activity and *teaching* serves as an explanation indicating that the materials are used in the learning process. Teaching materials are a collection of learning materials organized according to the applicable curriculum aimed at helping students achieve the established competency standards and basic competencies. Teaching materials encompass various contents, such as information, tools, and texts, systematically arranged to form a complete picture of the competencies that students must master.

20) The adaptation of education in Indonesia is manifested in hybrid/blended learning and casebased learning, as well as integrating technology into the curriculum
(Adaptasi pendidikan Indonesia salah satunya diwujudkan dalam pembelajaran

hybrid/blended learning dan case-based learning serta mengintegrasikan teknologi dalam kurikulum).

Data 020 falls into the category of educational terminology indicated by the term **Case-Based Learning**. The phrase *Case-Based Learning* is a noun. The term refers to a real event or situation that serves as the subject of study. The word *Based*, a passive form of the verb *base*, functions as a modifier of learning. The word *Learning* is a noun, which means the process of learning.

Case-Based Learning is an interesting and efficient method in the learning process (Simbolon, 2022:181). Hidayatulloh, Sutikno, and Wirawan (2019) state that the purpose of Case-Based Learning is to enhance the connection between learning and the need to improve learning outcomes and to provide flexibility for schools in designing more suitable and effective learning methods (Wulan, Muhajir, and Ali, 2024:151).

26) In addition to referring to the joint decree of 3 ministers, the school holidays also make adjustments according to the Education Calendar in each province
(Selain mengacu pada SKB 3 Menteri, libur sekolah juga melakukan penyesuaian dengan Kalender Pendidikan di provinsi masing-masing).

Data 026 falls under the category of educational terminology indicated by the term **Education Calendar**. The phrase *education calendar* is a noun because it expresses a fixed concept, used in sentence structure as a subject or object, and consists of two nouns that explain each other. According to (Hidayat et al., 2022:47), the education calendar is a schedule that regulates the implementation of learning for students within an academic year. The education calendar contains information regarding the start of the academic year, the duration of effective learning weeks, the hours of learning, and holidays.

33) During the pandemic, there were concerns about a lost generation due to the loss of face-to-face learning for students during the pandemic (learning loss)
(saat pandemi melanda sempat terdengar isu lost generation karena hilangnya pembelajaran tatap muka kepada para siswa saat pandemi).

Data 033 is included in the form of educational terminology indicated by the term **Learning Loss**. The phrase *learning loss* is a noun consisting of two noun parts, loss and learning. Learning loss is a condition in which learners experience a decrease or loss of knowledge, skills, and abilities acquired during the learning process (Manik and Sinaga, 2022:197).

39) The existence of inclusive education can be an alternative for parents to enroll their children with special needs
(Adanya pendidikan inklusif dapat menjadi alternatif bagi para orang tua untuk menyekolahkan anaknya yang memiliki kebutuhan khusus).

Data 039 is included in the form of educational terminology indicated by the term **Inclusive Education**. The phrase *inclusive education* is a noun. The word education refers to the process or system of delivering knowledge, and the word inclusive in this phrase functions as an adjective, as it explains that education is open to all groups without discrimination.

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Inclusive education is an education that prioritizes open access and emphasizes respect for the dignity of every individual (Khairuddin, 2020:82). This learning system embodies the principle of equality by creating an educational environment that embraces diversity, accommodates various learning needs, and rejects all forms of difference. It provides enrichment for those who exceed it.

44) This program is integrated with the Adiwiyata program
(*Program ini terintegrasi dengan program Adiwiyata*)

Data 044 is included in the form of educational terminology indicated by the term **Adiwiyata Program**. The phrase *Adiwiyata Program* is a noun (nominal), as the word *Program* refers to a system or a series of related actions and *Adiwiyata* serves as a modifier of the specific name of that program. According to Andina (2019) and Handayani et al. (2015) in (Mulyani, Suyoto, and Anjarini, 2022:725), the Adiwiyata program is very relevant in addressing the evolving environmental issues. This program focuses on character development among school citizens to actively engage in sustainable environmental management.

62) The student work sheet is a learning device as a complement or supporting tool for the implementation of the lesson plan (RPP)
(*lembar kerja siswa (student work sheet) adalah perangkat pembelajaran sebagai pelengkap atau sarana pendukung pelaksanaan rencana pelaksanaan pembelajaran (RPP)*)

Data 062 falls under the category of educational terminology indicated by the term **Student Work Sheet**. The phrase *Student Work Sheet* is a noun. The word *Sheet* is a noun because it denotes a flat and thin object, such as paper. The word *Work* also includes a noun that indicates a result or activity in the form of an object (assignment sheet). The word *Student* is a noun because it refers to a person or subject in the field of education.

Student Worksheets (LKS) are a set of teaching materials in the form of sheets designed systematically to assist students in understanding learning materials, both in theory and practice (Wiyono, Labulan, and Siddik, 2020:91). The content of student worksheets generally includes a summary of the material, instructions for activities, and tasks that must be completed by students either independently or in groups.

63) Schools need to develop a curriculum that is included in local content subjects
(*sekolah perlu menyusun kurikulum yang dimuat dalam pelajaran muatan lokal*)

Data 063 is included in the form of educational terminology indicated by the phrase **Local Content Subject**. The word *Subject* is a noun, as it is the name of something that is taught or learned and can function as a subject, object, or complement in a sentence. The word *Content* is also a noun, formed from the root word load with the affix -an, indicating the result or content of something. The word *Local* is an adjective, as it describes the nature of the word content, which is local or based on regional potential.

Local content lessons are subjects or learning materials specifically designed to explore the potential, values, and unique characteristics of a region (Alfi and Bakar, 2021:1). This learning aims to introduce and instill a love for culture, resources, and local wisdom in students. Local content not only enriches students' understanding of their surroundings but also shapes their

identity and pride in their home region.

66) Elementary and junior high school students in Batu City will receive assistance from the Program Indonesia Pintar (PIP)
(Siswa-siswi SD dan SMP di Kota Batu bakal mendapat bantuan Program Indonesia Pintar (PIP)).

Data 066 is included in educational terminology indicated by the term **Program Indonesia Pintar (PIP)**. The word *Program* is the core noun referring to a system or a series of related actions, and *Smart Indonesia* serves as the explanatory phrase that describes the type or target of the program, which is the government's effort to create intelligent and competitive learners. The Smart Indonesia Program (PIP) is a form of government support in the field of education that falls under the category of social security (Retnaningsih, 2019:162).

This program is aimed at students from underprivileged families as financial assistance for education. PIP is here to address the challenge of low educational participation among the lower middleclass community by providing more equitable access so that they can continue to participate in the learning process at the appropriate level.

75) The Ministry of Education, Culture, Research, and Technology has also conducted socialization of the Merdeka Curriculum to various parties, including Musyawarah Guru Mata Pelajaran (MGMP)
(Kemendikbudristek juga telah melakukan sosialisasi Kurikulum Merdeka kepada berbagai pihak, meliputi Musyawarah Guru Mata Pelajaran (MGMP))

Data 075 is included in the form of educational terminology indicated by the term **Musyawarah Guru Mata Pelajaran (MGMP)**. The phrase *Musyawarah Guru Mata Pelajaran* is a noun (nomina), as it represents the name of an organization or professional forum for teachers based on specific fields of study in schools. The Subject Teacher Council (MGMP) is a professional forum for educators in the same field of study at the district or city level, which serves as a collaboration platform, competence development, and sharing of experiences among teachers.

b. Forms of Educational Terminology Types of Verbs

78) Teaching at the Right Level (TaRL) can be the answer to the problem of understanding gaps that have occurred in the classroom
(Teaching at right level (TaRL) dapat menjadi jawaban dari persoalan kesenjangan pemahaman yang selama ini terjadi dalam kelas)

Data 078 falls under educational terminology indicated by the term **Teaching at the Right Level (TaRL)**. The phrase *Teaching at the Right Level (TaRL)* is a verb, as it describes the teaching activity tailored to the students' abilities, fulfilling the characteristic of expressing activities or actions. Teaching at the Right Level (TaRL) is a learning method designed to align the learning process with the understanding level and individual needs of each student (Shabrina, Sukoriyanto, and Wibisono, 2024:1). According to Ahyar et al., 2022 in (Harjanti and Prastiyo, 2024:181), this approach groups students based on their understanding and competencies, rather than solely on grade level, making the learning process more effective with materials tailored to each student's abilities.

85) Critical thinking in philosophy is not just about analyzing information, but also about reshaping the thought patterns that have long been considered true
(*Pola Pikir Kritis, Pemikiran Kritis, Hidup dengan Tujuan*)

Data 085 is included in the form of educational terminology indicated by the words **Critical Thinking**. The phrase *critical thinking* is a verb. The word *thinking* comes from the root word think, then is prefixed with *ber-* and *critical* is an adjective that functions as a complement or explanation of the activity of thinking. Critical thinking is part of higher-order thinking skills that play an important role in forming students' analytical abilities and rational and objective decision-making (Azka, Sri, and Asih, 2024:1259).

c. **The Form of Educational Terminology Types of Adjectives**

15) It needs to be accompanied by other aspects, such as the affective aspect
(*Perlu didampingi dengan aspek lainnya, seperti aspek afektif*)

Data 015 is included in the type of educational terminology as a noun indicated by the term **Affective Aspect**. The phrase *Affective Aspect* is an adjective. The word *aspect* is a noun, as it refers to a part or perspective of something and the word *affective* is an adjective that serves to explain or limit the type of aspect in question, namely the aspect related to attitudes, emotions, or values. The affective aspect is part of the attitudes internalized by students and is closely related to and inseparable from values (Nababan, Simangunsong, and Pasaribu, 2023:654).

16) Education still emphasizes cognitive aspects
(*Pendidikan saat masih banyak menekankan pada aspek kognitif*)

Data 016 includes a form of educational terminology that is a noun indicated by the term **Cognitive Aspect**. The phrase *Cognitive Aspect* is an adjectival phrase. The word *aspect* is a noun because it refers to a part or side of something and the word *cognitive* is an adjective that describes the type of aspect, which relates to mental processes such as thinking, understanding, and remembering. Cognitive Aspect represents the intellectual capabilities possessed by students in undergoing the processes of thinking, understanding information, and solving various problems they face (Zainudin and Ubabuddin, 2023:919).

17) With details, the material of Religious Education includes teaching materials on morals or character, which is more focused on enriching knowledge (cognitive) and minimal in terms of attitude formation (affective) and habituation (psychomotor)
(*Dengan rincian, materi Pendidikan Agama termasuk bahan ajar akhlak atau budi pekerti lebih terfokus pada pengayaan pengetahuan (kognitif), dan minim dalam hal pembentukan sikap (afektif), serta pembiasaan (psikomotorik)*)

Data 017 is included in the form of educational terminology indicated by the term **Psychomotor Aspect**. The phrase *psychomotor aspect* is an adjective. The word *aspect* is a noun because it refers to a part or dimension of the educational process and the word *psychomotor* is an adjective describing that the aspect in question relates to physical skills and motor movements. The psychomotor aspect is a realm of learning that relates to physical skills or actual actions performed by students, including the ability to coordinate body movements,

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the use of tools or media, and the application of knowledge through direct practice that reflects mastery of a particular skill (Magdalena, Hidayah, dan Safitri, 2021:50).

d. **The Form of Educational Terminology Types of Function word**

81) The online training from the Teacher Learning and Sharing program has reached more than a million teachers from remote areas across Indonesia
(*Pelatihan daring dari program Pembelajaran dan Berbagi Guru telah menjangkau lebih dari satu juta guru dari daerah terpencil di seluruh Indonesia*)

Data 081 includes educational terminology indicated by the phrase **Teacher Learning and Sharing Program**. The phrase *Teacher Learning and Sharing Program* is a Function word. The word *Program* refers to an activity or initiative organized for a specific purpose. The word *teacher* is also a noun referring to someone who teaches or educates. The words *learning and sharing* are action verbs or activities performed by teachers in this program, and the word *and* is a conjunction because it connects two equivalent nouns.

The Teacher Learning and Sharing Program is a collaborative initiative involving the government, educators, communities, and education advocates in mutual support and knowledge sharing. This program invites collaboration in sharing ideas and best learning practices, presented through various media such as Lesson Plan (RPP), articles, learning videos, and discussions in webinar format (Jawahir and Yusuf, 2022:426).

83) The national education standards consist of: graduate competency standards, content standards, process standards, facilities and infrastructure standards, educator and educational staff standards, management standards, financing standards, and assessment standards
(*Standar pendidikan nasional terdiri dari: standar kompetensi lulusan, standar isi, standar proses, standar sarana dan prasarana, standar pendidik dan tenaga kependidikan, standar manajemen, standar pembiayaan, dan standar penilaian*)

Data 083 is included in the form of educational terminology indicated by the term **Educator and Educational Personnel Standards**. The phrase *Educator and Educational Personnel Standards* is a Function word. The word *Standard* is considered a noun because it refers to criteria or measures used to assess the quality or level of specific abilities that must be met. The words *Educator and educational personnel* are also nouns, referring to individuals tasked with educating and teaching, while the word *and* in the phrase is a conjunction that connects two equivalent nouns. The Educator and Educational Personnel Standards are a set of regulatory provisions that establish the minimum competency requirements that must be possessed by all personnel involved in learning, encompassing both formal and non-formal aspects (Putra, Rakhmat, and Pratama, 2023:64).

Based on the research that has been carried out, it will be linked to the learning of students. The relevance to the learning of Indonesian language in Junior High School (SMP) Class VII regarding opinion sentences is in line with the Learning Achievement (CP) of Indonesian language phase D/Class VII elements of listening, reading, and writing. A factual sentence is a statement that contains information that can be objectively verified for its truth, while an opinion sentence is a statement that contains ideas or subjective assessments that can vary from one individual to another based on their respective perspectives (Fatah et al. 2024:183).

Conclusion

The terminology of education in the opinion article on Jawapos.com not only serves as a means of communication but also represents the dynamics of educational discourse in Indonesia. As many as 20 forms of terminology reflect the diversity of concepts, approaches, and policy directions that are being developed in the national education environment. The research results are dominated by nouns, totaling 13 terms, verbs reaching 2, adjectives reaching 3, and function words reaching 2. These findings are important for reflection in the development of teaching materials and learning of Indonesian language in schools, so that students can understand the role of language in critically and meaningfully shaping and conveying educational discourse.

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