

Education in the View of Realism Philosophy

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Abstract: This article delves into the essence of the philosophy of realism and its relationship to education, exploring how the principles of realism can shape more meaningful learning experiences. The main focus is on the application of realist concepts in educational contexts, how educators and educational leaders can incorporate these principles to create relevant and rewarding learning environments. The article first discusses the basic principles of the philosophy of realism, underscoring the view that objective reality is accessible through rational observation and analysis. Next, the article explains how the philosophy of realism can provide a solid foundation for establishing pragmatic educational goals, preparing individuals to face the real world with deep understanding. In the context of education, the article highlights the role of teachers as learning facilitators who guide students to understand reality and develop critical thinking skills. Discussions on practical experience and direct observation as effective learning methods are also emphasized, as well as the need to integrate ethical values in the educational process. The application of the philosophy of realism in education is illustrated through some concrete examples in education. The article illustrates how a curriculum that is relevant to real needs, character development, and an emphasis on lifelong experiences are part of the education process.

Keywords: Curriculum and Learning, Educational Philosophy, Realism Theory

A. Introduction

The philosophy of education exists and is the basis for the concept of educational science, becoming a normative science, a science that produces values as a reference for children's behavior that lives in society and society. Education is an aspect of culture, especially the transmission of values, life values, preservation and development of standards of student behavior that are rooted in philosophy, culture, religion and applied to a people and country. If we talk about the Pancasila educational philosophy, then every aspect of a nation's life is inspired and guided by the teachings of its respective philosophy (Irsad, 2017).

Philosophical and fundamental elements in the world of education are an important part that needs to be studied, education is a perspective and norms. Through educational philosophy we can know what, why and how we teach, who we teach and the nature of learning. It is a set of principles that guide our professional actions through the problems and activities we face (Cahyani & Damayanti, 2022).

The philosophy of science uses a different view of how knowledge and truth are for humans as much as possible. Aristotle is a figure using simple similarities. Aristotle was a student of Plato who believed in idealism. Aristotle is a scholar and intellectual figure who is remembered throughout the ages. Aristotle's thought conveyed great contributions to humanity using the sharing of philosophical sciences such as logic, metaphysics, politics, ethics or morality, biology but also psychology (Wangsa & Gandhi, 2017).

In this case, the author wants to briefly examine philosophy and its relationship with education, how this realism philosophy is applied to educational practice.

B. Methods

The type of research used is qualitative research with a library research approach, namely by using books, scriptures and other related works by using the research topic as the primary object for creativity, forming notes and descriptions of the data contained in the text being searched. Through this method, researchers can examine the role of realist philosophy in out-of-school education, both theoretically. This research is also narrative and analytical in nature.

The data collection technique used is a literature review which includes investigation of documents, books, journals, notes and various reports relating to educational factors and philosophies, both at national and international levels. Data analysis in this research includes 3 series of activities carried out simultaneously, namely: data reduction, data presentation, and conclusion development.

C. Results and Discussion

Education

The term education comes from the Greek word "Paedagogie" from the word "pais" which means children and "again" which means direction/guidance. Therefore, teaching is the guidance given to children. Meanwhile, in English, education is considered education, which comes from the Greek term "Educare" which means awakening what is contained in a child's soul, guiding him to grow and develop (Asfar & Asfar, 2020).

The purpose of education

Based on (Anshory & Utami, 2018), education will be a means of holistic development of the country. With education, you will be able to create skilled energies that are in sync using your field. Education will bring reform, teaching the new generation about the goals that citizens must achieve holistically and how to achieve these goals.

Ahmadi, (2014) explains that the aim of education according to several perennialist education figures is that Plato stated that the aim of education is to develop leaders who use normative principles and implement them in all aspects of life. Aristotle stated that the aim of education is to create norms at the educational level at a young age in instilling enlightenment. According to moral law, Thomas Aquinas explained that education aims to guide abilities that are still passive to become active depending on individual enlightenment.

Education plays a positive role in human life to achieve what citizens want, including peace. With education, peace will grow and develop rapidly, which always brings ethics, aesthetics and comfort to someone who will always comply with applicable regulations (Astuti, 2017). According to (Hamalik, 2002) the function and use of education is to prepare students who are not inherently ready.

Philosophy

The term "philosophy" can be seen by considering two aspects, namely: a). Semantic aspect: the word philosophy comes from the Arabic word "falsafah", which comes from the Greek word "philosophia", which means "philos" = love, sympathy and "sophia" = knowledge, wisdom. So, "philosophia" means love of wisdom or love of truth. In other words, anyone who philosophizes is considered wise. B). Practical aspect: In a practical sense, philosophy means "field of thought" or "field of thought". Philosophy means thinking, thinking, but thinking things through does not mean philosophizing. Philosophy is thinking deeply and focused. one of the mottos says "everyone is a philosopher". To be precise, philosophy is the result of the process of the human mind searching for and thinking deeply about a truth (Kristiawan, 2016).

Benefits The benefits of philosophy in life are 1) Being a basis for action; 2) As a basis for making decisions; 3) To reduce misunderstanding and conflict; 4) Preparation to face the ever-changing world situation; and 5) Answering doubts. then thinking philosophically includes 1) Thinking using high thinking discipline; 2) Think systematically and thoroughly; 3) Develop a conception scheme; 4) Comprehensive and broadest (universal); 5) As high as possible; and 6) Completely and completely (Kristiawan, 2016).

Sudarsono, (1993) believes that philosophical thinking is as follows: Methodical: using methods and methods commonly used by philosophers (philosophy experts) in the thinking process; Systematic: thinking about the relationship between elements in a holistic manner as a result of which a pattern of philosophical thought is formed; Coherent: there is nothing contradictory between the elements being thought about and they are logically arranged; Rational: based on correct and logical thinking rules (synchronously using logical rules); Comprehensive: thinking about something from various points of view (multidimensional); Radical: thinking deeply down to its roots or reaching the deepest levels of essence; Universal: the content of truth is universal, referring to the empirical experience of human life holistically.

Philosophizing or philosophical thinking is not just any way of thinking but a way of thinking using certain rules in a disciplined and deep manner. The learning process or what we call philosophy begins with the philosopher's feelings of surprise, dissatisfaction, astonishment, then doubt about something he experiences. Therefore, in philosophy, philosophers do not think according to existing hypotheses, but rather test these hypotheses. Apart from that, philosophical or philosophical thinking has a contemplative nature, namely thinking that expresses something into thinking, or speculative thinking, namely thinking beyond existing truths to reveal something hidden behind what is visible, which is also called radical thinking. It is considered to think something through to its roots. Starting from asking questions to finding the nature of the question, philosophers think synoptically, namely a way of thinking that summarizes everything that is thought or questioned (Yuliyanti et al., 2023).

Realism

It can be said that realism plays an important role in searching for the truth. The difference is that idealism relies more on mental conditions while realism relies on physical evidence (Rif'ati, 2018).

According to (Titus, 1984), Realism in philosophy includes many types, starting with personal realism, Platonic or conceptual or classical realism. The assumption used means that phenomena are fixed and do not change, as a result ideas or universals are more concrete than individuals. In addition, a more interesting type of relativity arose, represented by Aristotle. According to him, the real world is the world that is currently perceived, form and matter cannot be separated. Reality is actually found in concrete objects or in the development of these objects.

Muhmidayeli, (2011) says that realism is a philosophical teaching which considers truth to be a concrete illustration or actual copy of a concrete global originating from an idea that exists in a person's mind. Thus, human knowledge is an interpretation of a global picture that is influenced by the thought process of the existing mind.

inside it. A person who experiences a dream while seeking knowledge cannot be fully justified if he does not know the visual manifestation of the dream or idea in the world.

Realism is a word that includes various philosophies with the same foundation. In modern realism there are three types of schools. First, the flow of materialism in its modern form, for example, mechanical materialism is realism but also materialism. second, idealistic tendencies. The basis of existence can be claimed to be the mind or soul which forms an organic unity. James B. Pratt in his book entitled Personal Realism says that this form of realism is a form that is difficult to differentiate using the various types of objective realism. Third, there is a realist group who considers reality to be pluralistic and includes many different types; soul and matter are just two of many (Nuzulah et al., 2017).

In America, during the first decades of the 20th century, there were two powerful realist movements, namely neo-realism or neo-realism and critical realism. Neorealism is an attack on idealism and critical realism means criticism of idealism and neorealism. The discussion focuses on technical problems of epistemology and metaphysics. The first decade of the 20th century was a period of intellectual ferment. In 1910, six professors of philosophy emerged in America. They formed a group in 1912 and together they published a book entitled New Realism (Titus, 1984).

Adherents of neorealism reject subjectivism, monism, absolutism (belief in something absolute and unlimited), all mystical philosophies, and views that are not mental objects are created or modified by an omniscient mind. They proclaimed a return to the common sense doctrine of real and objective world discourse perceived directly through tools. "Knowing an object does not replace that object." Our experience and consciousness are selective, not constitutive; where we think we choose to pay more attention to certain objects than to other objects; we don't build or replace these things just because we experience them. for example, the statement "there is a chair in this room" will not be affected by our experience or lack of experience with that chair. Neorealists point out that beyond these basic beliefs, there is no consistent philosophy of life or absolute answers to questions regarding topics such as reason, freedom, purpose, and "the good." However, several thinkers have developed complete philosophies based on the new realism school (Titus, 1984).

From the realism point of view, it is understood as something objective, consisting of matter and form and in accordance with natural laws. Something objective is something that is beyond human enlightenment, for example the existence of objects such as tables, chairs, animals, doors, trees, water, sun, etc. These objects objectively also obey the rules of nature, in which case these objects can be damaged. The

properties of objects that objectively follow the rules of nature in school lessons are close to learning science questions (Sutono, 2011).

It is not the same as idealism which views the empirical as something dichotomous, that is, there is a general view that we perceive through our senses and there is also a dichotomous view. The empirical global that we feel, understand it through intelligent thinking and is centered on new views, as well as new views - eternal ideas that exist before and are more crucial than the world of sensory reality, then Realism states that these objects are the first to appear without our enlightenment having to know them (Sutono, 2011).

Types of Educational Philosophy

Suardi, (2012) states that educational philosophy can be grouped into two basic groups, namely progressive educational philosophy and conservative educational philosophy. Progressive philosophy is supported by the pragmatism philosophy of John Dewey and the romantic naturalism of J.J. Rousseau. Meanwhile, orthodox educational philosophy is based on idealism, realism, humanism (rational humanity), supernaturalism, or religious realism. These philosophies gave rise to the educational philosophy of essentialism and prennialism.

Educational problems in philosophical studies are divided into 3 main problem categorizations, namely educational dilemmas in the aspects of ontology, epistemology and axiology. Ontology is the main field of philosophy that questions the existential nature of things, according to a system of systematic correlation according to the law of cause and effect. In the study of educational philosophy which focuses on the study of educational ontology, attempts to study the nature of education, the empirical of education using all organizational models that surround it, including the nature of educational goals, human nature is the subject of education which is the emphasis of educators and students, and the nature of the curriculum. Education (Chasanah, 2009).

Epistemology is needed in preparing the curriculum. The curriculum is often understood as a way to achieve educational goals, it can be thought of as the main path that students must take in an effort to know and understand science. In order for them to successfully achieve their goals, it is necessary to gradually introduce them to the nature of knowledge (Barnadib, 1994).

Axiology is a branch of philosophy that discusses good and bad values as well as aesthetics and evil. Values are closely related to education. Grades are always taken into account when setting educational goals. Deciding on educational goals without paying attention to values is meaningless. Apart from that, education as a reality of

social, cultural and religious life cannot be separated from the value system (Barnadib, 1994).

Realism in Education

Realism education is closely related to John Locke. Where this figure views that the mind, spirit and soul of humans come from nothing more than tabularasa, namely an empty space like a blank sheet of paper, then they get impressions from their environment. Education is expected to shape each individual to be consistent with what is called good (Rif'ati, 2018).

Thus it can be said that a human being seeks and obtains knowledge to be able to carry out perfect thought processes by observing the surrounding environment. This makes it possible to link simple vision with a behavioral psychological approach to education.

In educational philosophy, realism is defined as the circulation of educational philosophy using the basic foundations of three categories of metaphysics and epistemology, which states that the external world exists independently of our existence, empirically can be felt through the human mind (Ornstein & Levine, 1977).

According to the Realist point of view, education actually aims to study the sciences through which we then obtain a structured definition and division regarding them. History, science and mathematics are the main strands of knowledge. If we knew this, we would know a lot more about the world in which we live. Knowledge is the best way to guide us to be aware of the environment, nature and our daily lives (Sutono, 2011).

In the subjects taught, realists use many methods that allow students to carry out experiments, where with these experiments they can implement what they have learned. Knowledge gained. Laboratory demonstrations are also often used as a learning method that is considered very effective in conveying knowledge to students. The teacher's role is as a facilitator, providing a series of basic ideas and then providing opportunities for students to apply the topics or teaching materials that have been worked on in practice. Discussion activities are also very important in realist class activities (Sutono, 2011).

In the application of extracurricular education which is linked to the philosophy of realism, there are several related learning principles, which were put forward by Comenius (Prasetyo, 2009): 1) Learning should be based on students' interests. Academic success does not come from outside but is the result of self-development. 2) Each subject needs to have an outline of the teaching and learning process, curriculum and learning plan and must have it from the start of the learning process.

3) At the first rendezvous or beginning of learning, the teacher must prepare and convey general information about the material that students will study. 4) Classrooms must be filled with pictures, maps, jargon and other learning media. Relating to using a learning plan that will be taught. 5) Learning must take place sequentially or continuously with previous learning so that it becomes a unified whole and follows the continuous development of knowledge. 6) All activities carried out by teachers and students must contribute to the development of human nature and students must be shown the simple importance of each value system. 7) Courses in the same subject are open to all students.

Realism provides services for the development of the world of education. One of them was the discovery of Crezh's ideas, the 17th century educational figure Mosenius using his work Orbis Pictus. At that time, the Orbis Pictus innovation took global education by storm and was claimed to be a new perspective. Indeed, at that time no one had thought of using visual aids such as pictures to teach children, especially language learning. In the following century, namely the 18th to 19th centuries, Moravi's ideas became the inspiration for many people, where objects were presented that could be displayed in classroom pedagogy (Shomad, 2022).

Impact of Realism Education

Educational goals, the goal of education is to equip students with the knowledge needed to survive in the wild (Murtaufiq, 2014). Curriculum, realists believe that the most effective and efficient way to experience experience is to study it through organized, discrete, and systematically structured courses. This is claimed to be a thematic approach to the curriculum, which includes two basic elements, knowledge clusters and synchronous teaching that is adapted to the level of students' readiness. Liberal arts and mathematics curricula cover a number of related concepts that make up these subjects (Sharma, 2000).

Methods, teachers must be competent in the subjects they teach as well as their teaching methods. sent to students. Formal education means providing specific knowledge to the younger generation and immature citizens. School work is basically an intellectual task. The role of the principal means ensuring that teachers are not disturbed by their recreational and social functions in carrying out intellectual tasks that stimulate student learning. At the elementary level, focus is given to developing reading, writing, numeracy skills and learning norms. at the second and third levels, the body of knowledge that is said to contain the wisdom of humanity must be disseminated authoritatively. Students will be asked to remember, explain, compare, interpret and draw conclusions. Evaluation is crucial, using objective measures. Motivation can be in the form of rewards to strengthen what has been learned (Sharma, 2000).

The relationship between teachers and students, it is the teacher who has all the knowledge and must be able to transmit that knowledge to the students. This is the type of relationship emphasized in realism. pedagogy does not need to be crowded and the teaching and learning process must be interactive. Teachers maximize students' interest by connecting teaching materials to their experiences. Teachers carry out discipline by conveying appreciation and controlling students in various activities (Mackenzie, 1929).

Practical naturalistic style education system

Most educational institutions, in order to implement the teaching materials that will be provided, they teach students as if there is no media to observe. Example: In the 5th grade elementary school social studies subject there is a lesson about Indonesian ethnic groups, students need to know these ethnic groups. However, in reality, the teacher brought this up as if he knew the people well, through their traditional clothing, weapons, and even their traditional habits. If teachers are a little creative, they can achieve this by making paintings or sewing traditional costumes, which the teacher will then wear and present to the class. This realistic educational style is what naturalism demands (Yahya et al., 2023).

Realism in the implementation of mathematics teaching

In teaching mathematics, investigating philosophy also means learning to think using spiritual, ethical and aesthetic frameworks. In the philosophy that we study there is an understanding of an existing discourse. By knowing what the nature of mathematics is, it is hoped that students can develop their own understanding of mathematics (Isnaintri et al., 2023).

According to (Isnaintri et al., 2023) mathematics and educational philosophy have an interdependent correlation. Both discuss knowledge according to rational thinking, the search for truth, and the study of phenomena that occur in the educational context. Several studies reveal that mathematics is the basis of science and the basis for the ability to think logically and rationally to express incidents and realities around us. On the other hand, the philosophy of mathematics is a reflection of mathematical science that asks exclusive questions and answers.

When teaching mathematics, it is important for teachers to understand that mathematics is not just a combination of numbers and formulas but also involves reason and the structure of understanding. Therefore, a clear understanding of mathematical structures is the key to avoiding misunderstandings. Aristotle's contribution to reason and deductive methods also influenced the methodology of mathematics pedagogy in schools (Isnaintri et al., 2023).

Realism in Physical Education

Philosophy means the art of thinking. The Philosophy of Sport reflects human participation in physical activity. Examining physical education and sports from various points of view of philosophical thought will help in the interpretation and understanding of the nature, value, purpose, meaning and scope of physical education and sports and will help understand the scope of the field of study of philosophy or branch of philosophy (ontology, epistemology and axiology) and their applications. research on physical education and sports discourse (Nasution & Sibuea, 2022).

According to (Nasution & Sibuea, 2022) A realistic view of physical education is that physical education is life-oriented, physical fitness is the result of productivity, physical education programs are based on scientific knowledge, repetition plays an important role in the learning process, in-depth knowledge of sports can lead to socialization in life, better games and entertainment help improve adaptability.

D. Conclusion

The school of realism has a significant role in forming the conceptual and practical foundations of education. Some important points from exploring journals that discuss the flow of realism in educational philosophy are as follows:

1. Realism emphasizes the existence of objective reality beyond individual thinking and perception. The journals discussed illustrate the importance of understanding the real world as a basis for the educational process, which demands rational thinking and deep understanding.
2. Realism views education as a vehicle for preparing individuals to face the concrete world. Education aims to master knowledge, skills and values that can be applied to everyday life and meet the needs of citizens.
3. The teacher's role is to facilitate learning, guide students to understand reality and develop critical thinking. Teachers are also considered role models to inspire students to search for truth and meaning.
4. Realism advocates for curriculum development that is relevant to real and contextual needs. A curriculum that is applicable and provides a comprehensive picture of reality allows students to link theory with practical experience.
5. Realism places emphasis on the importance of direct observation and experience. Empirical experience is considered an effective method for building in-depth knowledge and understanding.

By exploring journals that discuss the flow of realism in educational philosophy, it can be concluded that realism is not only a conceptual framework, but also a

practical guide in forming education that is oriented towards real understanding, skill development, and individual preparation to face real world challenges.

Furthermore, the author suggests further discussion and in-depth research on how realism can continue to be a relevant guide in shaping the future of education that focuses on real understanding and holistic preparation of individuals as well as the development of educational leaders and practitioners who take into account the values of realism in formulating policies, managing learning, and creating an educational environment to prepare individuals to face the real world.

For this reason, research is needed to develop curriculum models based on the principle of realism. How can a curriculum be designed to create learning experiences that focus on reality and are relevant to students' needs? As well as a review of the role of teachers as models of realism in education. To what extent can teachers be effective role models in guiding students toward a deeper understanding of reality and developing critical thinking?

It is hoped that these suggestions will provide guidance for in-depth research and contribute to a better understanding of the concept of realism in educational contexts.

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