

Analyzing Values in Students' Essay: The Impact of Jeremiad Approach

Mister Gidion Maru

(mrgidionmaru@unima.ac.id)

Universitas Negeri Manado

Introduction

Recently Indonesia is facing the challenge of more massive and serious moral degradation. The character of the nation as marked by sublime values and norms seems to be at the critical edge. It is still clear to the national memory as most of Indonesian media shocked people with the news of the rise of violence and crime. The news of the sexual violence occurred in Bengkulu where a junior school student, Yn, was raped and killed by twelve boys (Kompas, 5 May 2016) becomes the evidence of this rise. It is hard to believe that boys of the age of sixteen to twenty three dared to do such uncivilized deed. They intentionally kidnapped the girl, sexually harassed her, and then rudely murdered her. People are in question of how the values changing. Moreover, the media then informed that it was not only the case. Some similar cases happened in some areas in Indonesia, for example, North Sulawesi, and Tangerang. The sexual violence came with similar pattern, even though some of the victims did not end up dead. These phenomena have opened the awareness of tendency of moral degradation that has to be tackled soon. For such consideration, the coordinating ministry of human and culture development affair, Puan Maharani, declared the urgency of harder punishment for the sex offender in Indonesia (Kompas, 5 May 2016). The minister saw that all of these sexual violence serve to be the moment of reflection and action in terms of designing heavier punishment, developing an early detection or anticipation and prevention to such inhuman actions.

The case of sexual violence is not the only portrait of the immorality taking place in Indonesia in last few months. People were also astonished by the seizing of the some leaders due to the drug abuse case. The law prohibition concerns with the threat to the brain damage and criminal tendency to drug users remaining incapable to stop the drug consumption. The capture of the head of Ogan Hillir Regency, Ahmad Wazir Noviadi, at his house proves the latent challenge of the drugs abuse in this country. The national board of narcotics prevention released that this head of regency has been targeted for several months before his capture (Kompas, 14 Maret 2016). Such reality appears to be out of people's logic. As the newly elected leader, Noviadi, is expected to be a model citizen for his regency. He just won the

election after months of campaigning which promised the improvement of the quality of life of his people and his region. It is very contrast to people's hope an example leader. The same hope is broken by the arrest of the district military commander in Makasar. The Commander was apprehended for drugs abuse in Karaoke. Holding Colonel in badge does not prevent the commander in consuming the blue sapphire sabu (Kompas, 7 April 2016). This is again shocking for the assumption that military corps is also in duty of battling the use of narcotics. Moreover, it is done by the level of commander which means the situation has been worse in this country. It is not to mention the arrest of some members of legislative for the same case. These realities bring the realization that drug abuse or narcotics use has dangerously dispersed in every level of society.

The national character is also endangered by the corruption practice. The bureaucracy and business constitute the fertile areas for such practice. The intensive endeavors carried out by the Commission of Corruption Eradication (KPK) have not come to optimum results. The arrest of bribery for the arranging the court of justice flourished in the last recent months. The KPK launched the arrest of presecutor for the deed of receiving bribery from some business owners in Jakarta (Kompas, 7 April 2016). Few days after that KPK again busted a judge for receiving money for the willingness to arrange the decision of the court in the central Jakarta office (Kompas, 20 April 2016). Not too long following it, The KPK arrested the head of local court in Bengkulu for the case of receiving bribery (Kompas, 23 Mei 2016). These corruptions arrests, not to mention the prior arrested or alleged bureaucrat leaders in all level, alert the rise of the corruption in every aspects of nation which urgently need to be overcome. In other words, the occurrence of the previously mentioned cases reveals the emergency situation of Indonesia. The national characters are tainted by the flourish of the violence, drug abuse and corruption. The phenomena are interpreted by the Ministry of Education and Culture Affair as the problems of Indonesia that require the educational efforts. The minister

of Education and Culture in his presentation in the workshop on the implementation of 2013 curriculum on 14 January 2014 in Bogor stated that the social and spiritual attitude constitute the inseparated competences of the curriculum. It is crucial in terms of humanizing human being as prescribed the law of national system of education chapter three concerning with the objective of the national education.

Therefore, in the strategic plan of the Ministry of Education and Culture 2015-2019, the improvement of quality and learning relevance oriented with the character building serves to be the focus to be handled by one of which is the implementation of national curriculum covering the making of national character and strengthening of national identity. In

connection with that, the subjects in schools are designed to meet the orientation of character building as represented by the spiritual and social attitude accompanied by knowledge and skill. For English subjects or learning, a text functions as the main basis for learning particularly for the purpose of communicating ideas, comprehending and constructing a text. However, the minister also admitted that this is not going to be easy since more attempts, in the forms of study and experiment as well as evaluation, are obliged to the betterment of the curriculum implementation and the achieving of its objectives. It is worsened by the lack of appropriate teaching material and module for arriving at the objective of educational process. Thus, the afore mentioned problems of moral degradation on in almost all of level of society in Indonesia as portrayed the frequency of corruption, sexual violence and drug abuse have obviously endangered Indonesian values and society, which later wiped out Indonesian character and identity. These are followed by the imperfectness of the educational process in the country as indicated by the demand for more efforts for curriculum implementation in general and learning model as well as teaching method, and the teaching material shortage. These problems are in urgency to be managed and anticipated.

Discussion

The challenges of the national character and its making through educational program as well as learning process demand dissolving actions and participations through educational attempts. For that purpose, the T-Ex approach, which is rooted in jeremiad approach, is proposed to be applied to answer and respond to challenge of finding the proper approach for building national character through learning process in order to strengthen the national identity and to support the capacity human resources in the frame of national development program and global competitiveness as the part of the efforts to embody the national system of education and culture prescribed by national Constitution.

Concerning with the understanding of the T-Ex approach which is originally called jeremiad approach, several key sources are taken. Emory Elliot perfectly outlined the core idea of a jeremiad as “a rhetoric formula that included recalling the courage and piety of the founders, lamenting recent and present ills, and crying out for a return to the original conduct and zeal” (2002:102). This explanation depicts a jeremiad as an integrated expression that cross-borders the tenses such as past by referring to the values of the founders, present by defining the contemporary pathetic circumstance, future by proposing proper acts and predicting a success. It turned to be “a conventional form in which the terms, condition, and duties of the covenant were outlined and the success or failure of the community in keeping to the covenant was measured” (Madsen :1998: 11). It could be stated that the jeremiad filled

the role to preserve the value of the community and to guide people to arrive at the national shared-dream. A jeremiad rises as the response and comment toward the ongoing circumstance. Thus, it requires the identification of the circumstance whether it signs for neglecting the covenant or for gaining opportunities to grow as a nation.

The T-Ex approach relies upon three stages that concentrate on the use of the text in the educational activities (Maru, 2014). The text becomes the center for teacher-student interaction. The absence of the text will turn out to be clueless activities. Once a text is introduced to students, it serves to be axial for the class to define its activity. The text is assumed as a bonanza whose advantages depend on the dialectic action performed in the classroom. As commonly understood that text may serve as a linguistic object (TALO) referring to a text which is used for language work, specifically grammar or vocabulary. Hence, TALO texts are written especially with a pedagogical purpose in mind and contain lots of examples of a particular feature of language. It can also be viewed as a vehicle for information (TAVI) which means that a focus has to be allotted more on the information within the text rather than the language used. In addition, a text can be considered as Text as a springboard for production (TASP). It refers to using a text as a springboard for another task; in this case, for value making and character development.

In relevance to these functions of a text, T-ex approach defines its stages in the educational activity as follows text explanation, text examination and text expectation. These make this approach T-Ex approach.

A. Text Explanation

At this stage, the classroom activity is addressed to explain the existence of a text. A teacher in the interaction with students builds up the context of the text. The teacher encourages discussions on the rise of the text including the background of the text, the kinds of text, and all of aspects that might be related to the creation of the texts.

This implies that this stage gives an opportunity to teachers engage the students to the background of the given text including the phenomena or sociocultural and political issues of its making. A teacher may involve students to participate on discussion of the absence of law and Constitutional obedience in certain cultural and educational circumstances in certain social problem(s).

B. Text Examination

In this phase, teachers are challenged to be able to encourage learners to discover references, knowledge, past frames or experiences or values and attitude, readings, and expressions of

the great figures or founders, heroic deeds and events, and the holy books as well as the lessons from their environment or other disciplines.

Within such context, an educational process seem to function as a precious opportunity to recall and institutionalize values taken from national Constitution, culture and local wisdom. That means the stage of the approach facilitates the value making. It is important for national character building and identity strengthening. Thus, the order of Constitution is in the making as the educational process is in progress.

C. Text Expectation

At this stage, the approach proposes the finding of the pragmatic messages of a text. As the text goes through the explanation and examination phases, it has to come to an expectation. It synthesizes that every text has an expectation within it. The text recalls certain expected outputs. The participants in the educational process are hoped to gain certain skill and knowledge as well as attitude.

As a result, this stage suggests the need for attitudinal and conceptual change toward ongoing problematic circumstance(s). That indicates the educational process may shape perspective and attitude in the context of people living as nation and of citizens living under the shared Constitution.

Conclusion

Seeing these stages, it can be considered that the approach is relevant to the attempt to establish national system of education and culture as the implementation of 1945 Constitution. A text constitutes an arena not only for language exploration but also for value and cultural making as well as Constitutional implementation. Through educational activities, a text can be viewed as the pivotal aspects for information resources and value production. It appears that, within this logic, the use of a text in the educational activities may recall the

awareness to rules and values. In turn, it builds the awareness to the presence and implementation of national Constitution.

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