THE ROLE OF METAPHOR IN DEVELOPING KNOWLEDGE, SKILL, ABILITIES

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Abstract

This research aims to analyze the role of metaphor in developing the Knowledge, Skills, and Abilities (KSAS) needed to accompany children in playing. A phenomenological qualitative method was used as the research design. The research subjects were six randomly selected participants who used metaphors in the workshop for ten sessions. Research data was processed qualitatively and descriptively. The research showed that all participants used metaphors to express themselves, their hopes for others, and their environment. Along with this, it was seen that the KSAS of the participants changed from session to session, developing slowly from not good to quite good and transformed. Likewise, the results of observations of their KSAS, assessed descriptively, were developing better. Regarding these changes, it is interpreted that metaphor plays a role in developing participants' KSAS. The aspects contained in KSAS, namely, knowledge, skills, empathy, authenticity, openness, self-awareness, and group awareness, are developing for the better.

Keywords: Role, Metaphor, KSAS, Play

PERAN *METEPHOR* DALAM PEMBANGUNAN PENGETAHUAN, KETERAMPILAN, KEMAMPUAN

Abstrak

Penelitian ini bertujuan untuk menganalisis peran metafora dalam mengembangkan Pengetahuan, Keterampilan, dan Kemampuan (KSAS) yang diperlukan untuk mendampingi anak dalam bermain. Metode kualitatif fenomenologis digunakan sebagai desain penelitian. Subjek penelitian adalah enam peserta yang dipilih secara acak yang menggunakan metafora dalam *workshop* selama sepuluh sesi. Data penelitian diolah secara kualitatif dan deskriptif. Penelitian menunjukkan bahwa seluruh partisipan menggunakan metafora untuk mengekspresikan diri mereka, harapan mereka terhadap orang lain, dan lingkungan mereka. Seiring dengan itu terlihat KSAS peserta mengalami perubahan dari sesi ke sesi, perlahan berkembang dari kurang baik menjadi cukup baik dan bertransformasi. Begitu pula dengan hasil observasi KSAS mereka yang dinilai secara deskriptif berkembang lebih baik. Terkait perubahan tersebut, metafora dimaknai berperan dalam pengembangan KSAS partisipan. Aspek yang terkandung dalam KSAS yaitu, pengetahuan, keterampilan, empati, keaslian, keterbukaan, kesadaran diri, dan kesadaran kelompok berkembang menjadi lebih baik.

Kata kunci: Peran, Metafora, KSAS, Permainan

I. INTRODUCTION

Accompanying children to play with specific goals requires special abilities, such as agreeing on boundaries, paying sincere attention, providing reflection, and allowing children to make decisions. This special ability needs to be based on general abilities called Knowledge, Skills, and Abilities (KSAS). Several aspects that need to be processed in developing this KSAS are knowledge, skills, empathy, authenticity, openness, self-awareness, and group awareness. During this process, metaphors are used to express oneself through

meaning using words that do not have real meanings but as figures of speech based on similarities and comparisons (Goryes, 2005). This metaphor is an important part of the process of developing KSAS capabilities.

The problem in this research is identifying metaphors and analyzing their role during the KSAS development process needed to accompany children in playing. The KSAS development process was carried out in a workshop on assisting children in playing. The play activities include creative visualization, art, movement, music, sand, and story. Metaphors are used in all play activities so that individual experiences can be observed through the meaning of the metaphors they use to express themselves.

II. LITERATURE REVIEW
1. Knowledge, Skill and Abilities (KSAS)

The special abilities needed to accompany children to play include agreeing on boundaries, giving sincere attention, providing reflection, and allowing children to make decisions. Agreeing on boundaries means agreeing on a time to play together (Play Therapy, 2023). Convey boundaries that children must act politely, can choose to play whatever they want, must not destroy toys, and must not hurt themselves or other people. Give sincere attention when accompanying a child to play; your thoughts and attention are all directed at the child. Please pay attention to his facial expressions and body language and pay close attention to the words he says. So that children can feel safe and comfortable when playing together.
Reflect on their thoughts, feelings, and actions when accompanying children to play.
It is necessary to reflect on the sentences they convey, their thoughts, the feelings, and emotions they show, and their actions. This is necessary so that children feel joint involvement in the play process.

Give children the opportunity to make decisions. When children play, they are allowed to choose the game they are interested in at that time and play it in the way they want. When children ask to play, they need to follow it in the way the child wants. So, in the Special Time, the child leads the play activity.

Accompanying children to play for specific purposes requires general abilities in knowledge, skills, and abilities. Knowledge is everything that is known, intelligence regarding something. In this case, the knowledge referred to is how to accompany children in playing. This knowledge relates to how to set limits, give sincere attention, reflect, and allow children to make decisions. Apart from that, there is how to play each type of the toys.

Skills are abilities in carrying out tasks. The skills needed include accompanying children in playing, for example, when using creative visualization, movement, music, sand, and play stories. Overall, knowledge and skills are integrated into expertise supported by attitudes as elements of personality and behaviour that make someone an expert. Several aspects of expertise in the form of attitudes and behaviour include empathy, which is a process where an individual puts himself or herself in another person's position and tries to understand the feelings and emotions of another individual. Empathy allows a person to understand other people's intentions, predict their actions, and experience the emotions that their own emotions evoke Sears et al. (Hurlock, in Asih & Pratiwi, 2010). A person can express his empathy through the metaphor he chooses. *Caring* is an action that a person shows towards other people who are involved in a problem. A person is said to care if he ignores his interests and prioritizes the needs of others. Tolerance is an attitude of mutual respect between individuals or groups according to their diversity so that freedom and differences become the rights of every individual. Tolerance is shown when people pay attention to each other and respect other people's feelings by empathizing with other people's situations. Authenticity is created without intermediaries but is pure, original, formed independently, not based on anyone's

influence or imitation, and can be held accountable for the results (Fritz et al., 2017). Openness is conveying information or deep feelings to other people.

Regarding self-disclosure, the norm of reciprocity applies in building relationships. Self-disclosure can increase a relationship's intimacy, which involves disclosing positive or negative information about oneself (Taylor et al., 2009). This openness can be seen in a person's consistency in conveying their thoughts, feelings, and behaviour.

Self-awareness is a state where a person can understand himself accurately. People are said to be self-aware when they understand their emotions and moods, criticize information about themselves, and realize who they are (Mendatu, 2010). When someone is given an opinion by another person about something good or that needs improvement, that person needs to be aware of themselves at that time and try to improve themselves according to other people's appropriate suggestions. Group consciousness is a group of individuals who live side by side, have reciprocal relationships, and have a sense of mutual help (Soekanto, 2006). During the activity, the metaphor conveyed by a person can be expressed as a way of contributing and collaborating with other people in the group.

2. Metaphor

A metaphor is a meaning that uses words not in their true meaning but as figures of speech based on similarities and comparisons (Gorys, 2005). The metaphor also refers to language different from its literal meaning to suggest a relationship between the two (Knowles et al., 2006). A *metaphor* is an analogy that compares directly but in a short form: national flowers, land crocodiles, children, souvenirs, and other toys are chosen.

Metaphors are closely related to discussions of meaning. The essence of metaphor lies in the relationship between words and the meaning of words. In a metaphor, there are two meanings: the literal meaning of the word or sentence and the intended meaning, which is called the metaphorical meaning (Searle, 1991). Metaphorical meaning is meaning that is transferred from the actual meaning of a word to the meaning of another word (C.K et al. in 1923 in Leech, 1974). Metaphorical meaning consists of a central meaning and a side meaning. The first, central meaning, abstracts an event/idea according to an understanding that does not require context. Example: The word "fox" this word is not yet tied to a particular context, but "fox" has the central meaning of 'wild animal, mammal, four-legged, predatory, clever, often found in forests. Second, transferred meaning is additional meaning that is influenced by context. This meaning is also called metaphorical meaning or transferred meaning. Example: He is a "fox". Understand that the meaning of this sentence is metaphorical because a human cannot be a "fox." In the example sentence above, it means "a clever human" as a result of a comparison with the clever nature of a fox.

Metaphor is the use of language that refers to something different from what is seen or from what is stated in its literal meaning to suggest a relationship or similarity between the two (Knowles & Moon, 2006). Metaphors are not only considered words that are part of a language but are also images of natural and concealer and structured dual systems in the cognition of users or speakers of that language, which are clear rm of expression in the language that is contained in the conceptual system of the user or speaker of that language.

The conceptualization of metaphor includes two domains: the source domain (concrete and familiar) and the target domain (abstract or less structured). For example, in the sentence "You are wasting my time," the abstract form or concept of time is related to the concept form, which means trash or something that can be thrown away. In the sentence, the concept of time is included in the target domain, while the concept of waste is included in the source domain. In this way, the user of the sentence wants to convey the meaning: "You are wasting my time" or "You are not using my time well" (Lakoff et al., 2003).

Metaphor refers to the use of figurative language, which includes personification. *Personification* is a language that likens inanimate objects to humans capable of carrying out other human activities. An example of personification can be found in this sentence: White blood cells fight the invasion of microorganisms. In this sentence, white blood cells are likened to humans, who can fight microorganisms, while microorganisms are likened to humans, who can attack or occupy the human body.

Three aspects distinguish metaphors, namely, vehicle, tenor, and grounds. Vehicle as a source of metaphor, tenor/topic as metaphorical meaning, and grounds are related. This can be seen in the context of the sentence (Richards, 1965 in Cruse, 2004). Metaphor refers to language that is different from its literal meaning to suggest a relationship between the two (Knowles et al., 2006).

Metaphors are divided into two groups, namely universal metaphors and culture-bound +metaphors. A universal metaphor is a metaphor whose semantic field is the same in most languages and cultures worldwide, while a culture-related metaphor is a metaphor whose semantic field is limited to one language and culture only (Wahab, 1986). Every language phenomenon, such as the use of metaphor mentioned above, is caused or motivated by something, and understanding this phenomenon can be done in various ways using one's knowledge or life experience (Geeraerts et al., 2007).

There are three forms of metaphor based on a syntactic point of view: nominative metaphor, which uses sentence nouns as metaphor markers; predicative metaphor, which uses predicates as metaphorical expressions; and sentence metaphor, which uses sentence forms as metaphorical expressions. Sumarsono (2007) quotes Ulman, who proposes four categories of metaphor based on the type of comparative meaning, namely anthropomorphic metaphors, which compare something with human behavior or body parts; animal metaphors, which compare something with animals; synesthesia metaphors, which are based on the transfer of one sense to another, and metaphors that shift expressions from the abstract to the concrete or vice versa.

3. Development of KSAS and the Role of Metaphor

The ability to accompany children to play with specific goals requires practice and experience in playing first. This training and experience aim to develop KSAS simultaneously so that someone can become an expert in accompanying children when playing. During practice, a person's experiences are generally expressed in metaphorical expressions. It can be in anthropomorphic metaphors, which compare something with human behavior or body parts; animal metaphors, which compare something with animals; synesthesia metaphors, which are based on switching from one sense to another; and metaphors, which switch expressions from the abstract to the concrete or vice versa. Likewise, when practicing, someone can use metaphorical expressions when communicating their KSAS. For example, someone expresses themselves as a beautiful butterfly that can fly. This is an animal metaphor. This person interprets himself as ready to experience playing and practicing accompanying children directly. In general, at the beginning of training, the meaning of metaphors is oriented more towards oneself; only then it develops towards integrating the meanings of self, other people, and the environment. The assumption is that the more integrated the meaning of the metaphor that someone communicates, the better it will be in developing their KSAS. Individual assessments of their KSAS development and external observations of their KSAS development are in line. It is as if this metaphor played a role in developing KSAS. For example, if the metaphor presented earlier is a beautiful butterfly that can fly and dance on flower plants and then land on flower petals to suck its honey and then land on other flowers happily to help pollinate other flowers. This metaphorical expression is interpreted as someone who has accompanied the child to play and indirectly enables the child

to face his problems. Thus, it is stated that metaphor plays a role in developing KSAS, namely knowledge, skills, empathy, authenticity, openness, self-awareness, and group awareness.

III. METHODOLOGY

A phenomenological qualitative method was used as the research design. The research was conducted at a play therapy workshop in Jakarta that lasted five weeks in 2023. The research subjects were six people selected purposively from participants who used metaphors in the workshop for ten sessions. Research data about participants' experiences is metaphorically obtained and documented when participants communicate it in class. This data was then processed by data triangulation for ten sessions and analysed qualitatively. The development of KSAS is obtained through observations of the state of KSAS every week, analysed on aspects of KSAS (knowledge, skills, abilities: empathy, authenticity, openness, self-awareness, group awareness) descriptively on a scale of very good, good, quite good, poor and bad by using the numbers 5.4,3,2,1. Next, an analysis of the role of metaphor in developing KSAS was carried out in a qualitative descriptive manner.

IV. RESULTS AND DISCUSSION
Result:
  1. Type of metaphor
The research results show that the types of metaphors used in general are anthropomorphic metaphors, which compare something with human behavior or body parts; animal metaphors, which compare something with animals; synesthesia metaphors, which are based on switching from one sense to another; and metaphors, which transfer expressions. From the abstract to the concrete or vice versa. The types of metaphors found are presented in the following table:

Table 1: Types of Metaphor

Animal	Human Behavior	Abstract to Concrete
Butterflies, birds	Making stones connect, sticking stones on walls, rolling them high, making stones stroke, and making large bowls	Small stars, corals, baskets, large flower vases, jewels, bathtubs, steppingstones, rooms, back gardens, rooms, roads, sounds of water, lotuses, blue sky, botanical flowers, paper flowers, telang flowers, roots and big trees, red and yellow flowers, colored lines, light blue and red

  2. Metaphor aspect
The results of observations on aspects of metaphor such as vehicle, tenor, and grounds (Richards, 1965 in Cruse, 2004). However, in this study, only vehicles and tenors were found. These aspects are presented in the following table:

Tabel 2 : Aspects of Metaphor

Vehicle	Tenor
butterfly	Beautiful life,
little Star,	life that gives light, makes it a strength,
coral,	useful,
basket,	accommodates many things,
large flower vase,	relaxed condition,
gemstone,	refreshing,
bathtub,	foundation of the ability to help children,
stepping stone,	play container,
room,	play environment,
park,	an environment that provides comfort and
road, sound of water,	tranquility,
lotus,	coolness, beauty,
blue sky,	something that gives hope,
connected stone,	stage to stage development
stone wall,	helps children play to become strong,
smoothed stone,	gives love
big bowl,	play,
hibiscus,	grow beautiful,
paper flower,	excitement,
butterfly pea flower,	talent potential,
root of the tree,	be a refuge,
colored lines	a symbol of children's joy

3. Metaphorical Meaning

Metaphors found through observation are central meanings, such as birds, butterflies, making stones connect, sticking stones on walls, rolling high, making stones caress, making big bowls, tiny stars, corals, baskets, flower vases big ones, jewels, bathtubs, stepping stones, rooms, back gardens, rooms, paths, the sound of water, lotus, blue sky, botanical flowers, paper flowers, telang flowers, big roots, and trees, red and yellow flowers, colored lines, light blue and red.

4. Development of KSAS
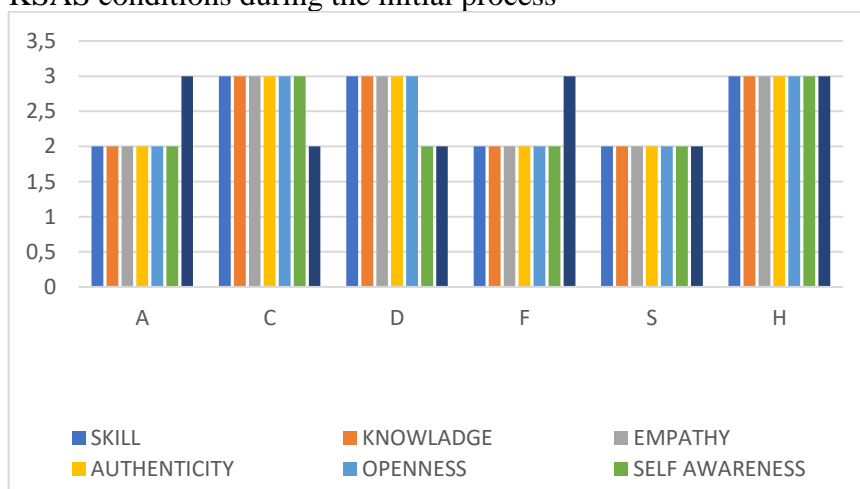   1) KSAS conditions during the initial process

Diagram 1: KSAS Condition

Information:
Participant Names: A, C, D, F, S, H
5: Very Good, 4: Good, 3: Fair, 2: Poor, 1: Poor

This diagram shows the participants' KSAS conditions in the five initial sessions. Participants A, F, and S could be better in all aspects except for good group awareness. For Participant C, all aspects were sufficient except for group awareness, which was lacking; Participant D was generally sufficient except for the aspects of self-awareness and group awareness, which were lacking. Student H has all aspects in the sufficient category. This diagram overviews the participants' KSAS development in the poor and sufficient categories in the first five sessions.

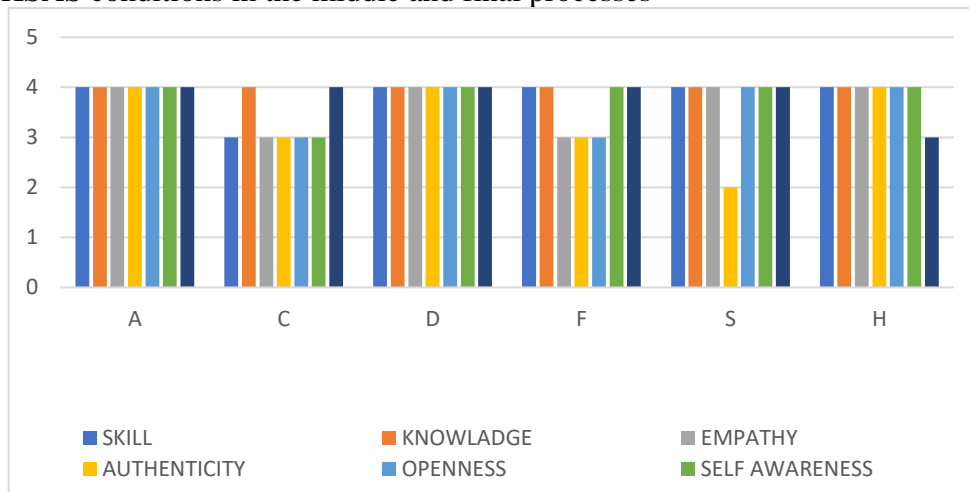2) KSAS conditions in the middle and final processes

Diagram 2: KSAS Condition

Information:
Participant Names: A, C, D, F, S, H
5: Very Good, 4: Good, 3: Fair, 2: Poor, 1: Poor

The KSAS condition in the sixth to tenth sessions showed that all participants' KSAS had developed in the sufficient and sound categories, except participant S, whose authenticity still needed to be improved. This diagram illustrates the participants' KSAS development in the middle and final sessions, which had developed and were in the poor and sufficient categories.

Discussion
Developing KSAS (Knowledge, Skills, Abilities: empathy, authenticity, openness, self-awareness, group awareness) takes place session by session. All training activities accompanying children in playing are oriented towards improving these abilities. Some games implemented include creative visualization, art, movement, music, sand, and story. Participants conveyed their experience in playing to develop KSAS through metaphors. The types of metaphors conveyed by participants were based on observations. The types turned out to be varied, showed a better process, and were able to include other people and the context in question. Per the opinion of C.K. Ogden and I.A. Richards in 1923 (in Leech, 1974), it can be observed that the meaning displayed by the participants shows the development of their KSAS, meaning that from this metaphor, we can see the development of knowledge, skills, abilities: empathy, authenticity, openness, self-awareness, group awareness. The suitability of the metaphor with the play activity material for its assistance in providing boundaries,

sincere attention, reflection on thoughts, and allowing children to make decisions seems to develop from session to session. If, in the initial session, the participants were more focused on their situation with limited knowledge and skills, their abilities were still limited.

Likewise, from descriptive observations, the development of this participant's KSAS, session by session, improved from previously poor conditions, changed slowly to adequate, and developed again to become good and very good. If this is related to Gorys' (2005) opinion that metaphor is a meaning that uses words not in their actual meaning but as metaphors based on similarities and comparisons, it seems that the metaphor conveyed by the participants does have a meaning that is not the real one and this can be understood as the real meaning when the participants explain the meaning of the metaphor conveyed. Sumarsono (2007) said that these metaphors are animals, metaphors for human behavioural activities, and metaphors for expressions from the abstract to the concrete. In this research, animals are also seen, namely animal metaphors, such as butterflies and birds. Metaphors of human behavioural activities include making stones join together and sticking stones on walls. Metaphorical expressions from the abstract to the concrete include small stars, corals, baskets, and large vases. The participants also explained the results of observations on metaphorical aspects such as vehicle, tenor, and grounds (Richards, 1965 in Cruse, 2004) to interpret the use of these aspects. However, in this study, only vehicles and tenors were found.

When explaining metaphors, the development of participants' KSAS aligns with their explanation of the meaning of the metaphor they convey. So that descriptive qualitative observations can be connected to explanations of the meaning of metaphors that someone conveys session after session. The meaning conveyed by participants in this research is generally related to the central meaning of C.K. Ogden and I.A. Richards in 1923 (in Leech, 1974). The central meaning is abstracting an event/idea according to an understanding that does not require context. For example, butterfly birds, making stones together, sticking stones on walls, tiny stars, coral, baskets, bathtubs, steppingstones, rooms, back gardens, roads, the sound of water, lotuses, blue skies, botanical flowers, roots and big trees, red and yellow flowers, colored lines, light blue and red.

In line with the observation of the meaning of the metaphor conveyed by the participants, it was also apparent from the descriptive assessment that variations in KSAS development were still in the insufficient and sufficient categories in the first five sessions. In the next session, participants began to convey metaphors that showed their situation, other people, and their environment in an integrated manner. This also aligns with the descriptive assessment of the KSAS development towards adequate and good. Based on the analysis of the correspondence between the participants' presentation of the meaning of the metaphor and the descriptive observations made, it appears to be in line and connected, so it is argued that metaphor plays a role in developing Knowledge, Skills, Abilities: empathy, authenticity, openness, self-awareness, group awareness.

V. CONCLUSION

The development of Knowledge, Skills, and Abilities: empathy, authenticity, openness, self-awareness, and group awareness (KSAS) occurs from session to session while accompanying children to play. This playing process includes creative visualization, art, movement, music, sand, and story. The development of KSAS in the play process explicitly trains participants to make boundary agreements, pay sincere attention, provide reflection, and allow children to make decisions when accompanying children to play. Participants conveyed the experience of playing to develop KSAS through metaphors. The meaning of this metaphor provides an overview of the participants' expressions about themselves, other people, and their environment. The more integrated these three components are, the better the KSAS development. Observations of the participants' behavior showed changes in the KSAS

condition for the better as the integration of the meaning of the metaphor took place. Looking at the metaphor plays a role in developing knowledge, skills, empathy, authenticity, openness, self-awareness, and group awareness (KSAS) to be better trained to accompany children when playing.

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