



# Character Formation through Meaningful Relationships in Learning Interactions at Islamic Higher Education

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## Abstract

This study aims to describe the use of language features in relation to meaning in the form of antonyms, synonyms, and hyponyms in teaching interactions at IAIN Palopo. The research was conducted using a descriptive qualitative approach that uses data sources from narratives or interactions that take place in learning. The data is from words and phrases containing meaningful relationships obtained using a recording instrument (Handycam). Then, the data is classified and analyzed using description, interpretation, and explanation techniques. The study results show that the language features of meaning relations used in teaching interactions at IAIN Palopo are represented as antonyms, synonyms, and hyponyms. Each type of meaning relation shows the meaning of euphemizing aspects, sensory aspects, experiential values, relational values, and expressive values. Furthermore, each aspect generally aims to express ideas through meaningful characters that affirm, explain, and convince the object of study to achieve competence.

**Keywords:** character formation, meaning relations, learning interactions.

## Introduction

Speakers use language to convey messages to others. Thus, language users must be able to refer to objects that reflect reality, such as mentioning the characteristics of objects, names, events, and situations according to the words they master. Speakers must be able to choose and arrange words into sentences so that they are able to compose logical statements (Aziez & Alwasilah, 1996). This shows that a language is a form of thinking. In the theory of symbolic interactions, (Turner, 2012) explains that action results from construction and analysis based on cognitive interpretation involving aspects of language. Therefore, the choice and use of words

in learning interactions require a critical and creative way of thinking to generate meaning. In expressing meaning, the formation of sentences occurs, not only stating facts but also showing the continuity of interaction between the speaker and the listener. In addition, language experience is a way of thinking that involves meaning between language and speakers. So, the existence of language includes aspects of thinking and acting (Halliday, 1992).

Language empowerment by using meaning relations in learning interactions at IAIN Palopo is a space for character growth and development, especially for improving student attitudes and competencies. Using meaning relations is essential to study because it conveys specific ideas or messages in learning interactions. The relation of meaning is part of the existence of language, which has a uniqueness, namely not only containing symbols but also being a medium for the development of the human mind in expressing reality (Sadapotto et al., 2021). Therefore, language reflects its speakers in conveying attitudes, motivations, and reasoning (Alwi & Sugono, 2011). In this regard, (Chaer, 2003) also explained that to interact and identify themselves, a group of people must use language. This is reasonable because language contains a system of meaning that takes place together to create culture (Purba et al., 2020). Thus, language features in meaning relations become essential because they organize identity and thoughts to reflect understanding.

The development of reality shows that language is critical in conveying communication messages, especially in learning activities. Regarding language theory, teaching materials and processes require a communicative variety that embodies verbal, meaningful, conventional, relevant, interactional, and structured communication (Aziez & Alwasilah, 1996) Therefore, in the implementation of learning, it is necessary for the lecturer's ability to choose and utilize language features, including the use of meaning relations expressed in the form of antonyms, synonyms, and hyponyms. This is intended to express the idea of communication messages in learning. Thus, learning aimed at sharpening and accelerating understanding of learning study competencies can take place optimally.

Presentation of learning by utilizing meaning relations does not only function as rhetoric but is also expected to influence the focus of attention so that it can develop student character. Character formation can occur through psychosocial processes in thinking, exercising the heart, exercising, and exercising taste or intention. This can be manifested in the values of intelligence, honesty, toughness, and caring (Nurohmah et al., 2019). These character values are formed through learning interactions using meaning relations which are manifested in the choice of words with antonyms, synonyms, and hyponyms. The use of these three language features is explained by (Simatupang et al., 2019) that the categorization of meaning embodied by each word is not related to its component features but indicates its relationship with other words in lexical analysis. This explanation shows that the study of meaning relations focuses on the relationship between one word and

another. From the study of the relationship of the meaning of each word, it is represented in the categories of euphemizing aspects, sensory aspects, experiential values, relational values, and expressive values that embody the idea of forming a character according to its characteristics and identity.

### **Method**

This research employs a qualitative methodology due to the natural character of the data. In addition, data is directly obtained through research subjects as data sources. The characteristics of the research data obtained are complete and thorough, and the form or form of the data has not changed and remains the same as the original form. This is so that qualitative research can fulfil the characteristics and benefits of an in-depth research approach (Moleong, 2011). In addition, the qualitative approach is interpretive research that is closely related to cultural studies (Denzin & Lincoln, 2009). The relevance of the object of study from this research shows the type of ethnographic research because the object of study interprets language features in the form of meaning relations in verbal teaching interactions in language actions at IAIN Palopo.

This study uses a descriptive qualitative design because it is related to the characteristic data (characters) used in the research analysis. (1) Data sources and data are natural (not engineered). (2) the critical instrument for making arrests, namely researchers. (3) Data is discussed and presented in an interpretive manner. (4) data analysis was carried out in an interactive-inductive way. (5) The primary focus of this research is utilising language features about meaning. (6) The theory is used only as a guide in analyzing. ((Mulyana & Rakhmat, 1990).

This study uses word and phrase form data that embody meaning relationships generated through spoken text. Next, it was adapted using a tape recorder. This characterizes qualitative research, namely data originating from words in text form and then interpreting their meaning (Creswell, 2015). So, the primary research data is in the form of words and phrases that embody the meaning of the relationship. In addition, secondary data is also needed from research results in scientific writings regarding the analysis of the form of meaning relations as supporting data in research. Procedures and stages of research activities carried out, namely: recording, transcription, corpus data, data reduction, results, discussions, and findings.

Data was collected using a recording device, namely a Handycam, to capture data about meaning relations in learning interactions at IAIN Palopo. In addition, researchers are also instrumenting that play a direct role in planning, implementing, and freezing data. Furthermore, research on the validity of the data uses the methods of the researcher's persistence, the scope or coverage of the data, and the extension of the observation time of the data that has been recorded. Then the data were analyzed using the paradigm of critical discourse analysis through three stages, namely description, interpretation, and explanation.

## Results

Language units have meaning relations in words, phrases, and sentences. In this regard, certain words about meaning relations are often used in learning interactions at IAIN Palopo. It is produced through oral discourse to construct ideas. The meaning relations used in discourse can be identified through antonymy, synonymy and hyponymy to express the idea of character formation.

### 1. Antonym

The term antonym is different from antonym. Antonyms express the meaning of denial of other terms. Thus, stating the affirmation of other terms (words with the opposite meaning). The term antonymy is a word that has a conflicting meaning and is not positioned as contradictory, but its position can be ranked lexically. Forms of meaning relations in the use of antonyms can be identified and represented in the form of euphemizing, censorship, experiential values, relational values, and expressive values.

#### a. Euphemization Aspect

The representation of meaning relations through antonymic language features that embodies aspects of euphemism in learning interactions is shown below.

##### Data (1)

Nah, kita lihat bersama bahwasanya a', begini kesalahan gambar... pertama terdapat *di* kata dijual, yang seharusnya di dalam kamus bahasa Indonesia kata *di* dengan jaul tidak **dipisah**, tetapi harus **disambung** tidak dipisahkan kata *di* dengan jual (UK).

Sentences in data (1) show that the words **dipisah** and **disambung** to express the relation of meaning in the form of antonyms to be the subject of discussion. This was expressed by the speaker (lecturer) to express the idea of obedience to the implementation of PUEBI (Pedoman Umum Ejaan Indonesia). Using these meaning relations in language features (antonyms) shows opposite meanings that contrast between **dipisah** and **disambung** words to explain examples of spelling applications. From the use of antonyms that express meaning relations, it is understood that Indonesian writing rules must be followed. Therefore, the presence of antonym words that have the opposite meaning shows that the idea conveyed by the speaker is expressed in the form of obedience which is expressed massively through the affirmation of meaning using the conjunction. Still, the modality must be to express confirmation of the idea in the form of obedience which embodies character formation.

Disclosure of the idea of obedience is intended by speakers (lecturers) to

express concern for the use of Indonesian spelling so that listeners (students) realize the need to pay attention to and follow the writing rules applied in Indonesian. So, the idea that speakers want to represent is the idea of obedience embodied in the use of Indonesian writing conventions.

b. Sensory Aspect

The representation of meaning relations through antonymic language features that embody sensory aspects in learning interactions is shown below.

Data (2)

Jangan Anda **semena-mena** berbahasa tidak, ya bahasa itu punya **aturan** ya (MW).

Sentences in data (2) show that arbitrary words *semena-mena* and *aturan* are meaning relationships through antonyms. The speaker (lecturer) expresses two opposite words to emphasize ideas in the form of politeness towards the use of Indonesian. The meaning of *semena-mena* words is described in terms of understanding, as desired, without being based on rules, or there is no sense of care for the spelling that has been applied. In contrast, *aturan* are related to the manner or conditions that form the basis of behaviour. Through the relation of meaning between the two antonym words, the speaker fights for the idea of language politeness and concern for using language rules because there is no freedom in language. Therefore, the Indonesian language must be based on standardized rules to no longer create problems and different understandings in the public sphere.

Expression of ideas in the form of language politeness by speakers (lecturers) is carried out through the moral method of honour. The idea in the form of politeness is that the use of language as a communication tool must be based on applicable rules so that the delivery of messages can be precise and get a good response. Therefore, the regularity of language will create politeness in the attitude of speech. Thus, the ideas represented by speakers are expressed in the form of language politeness embodying high moral behaviour.

c. Experiential Value

Representation of meaning relations through antonymic language features that embody aspects of experiential value in learning interactions is displayed through the following data.

Data (3)

Selanjutnya, kita masuk ke cara berkomunikasi, dengan **keunggulan** dan **kelemahan** tadi sudah dijelaskan. Contoh perbedaan ragam lisan dan tulisan, misalkan kosakatanya, tata bentuk katanya, struktur kalimatnya, kalau ragam tulisan, harus baku, dan tidak baku sudah dijelaskan (UK).

Data (4)

Lecturer: Apa **perbedaan** dan **persamaan** rangkuman dan ikhtisar (IW)?

Sentences in data (3) and (4) show that the word's **keunggulan** and **kelemahan**, **perbedaan** and **persamaan** express meaning relationships in the form of antonyms. The speaker (lecturer) displays two pairs of words that have opposite meanings but are not contradictory. This shows that the lecturer as a speaker expresses ideas in the form of affirmation, which describes the explanation of the content of knowledge regarding the variety of spoken language and the variety of written language, as well as summaries and summaries. The way of explanation is expressed through descriptions of examples of differences related to vocabulary, word order, and sentence structure. Furthermore, in data (4), the expression is expressed in interrogative sentences to concretize the explained object.

The relation of meaning expressed in the language features of the two pairs of antonyms expresses ideas in the form of affirmation of explanations about the object of material study. The affirmation form states clarity because the lecturer, as a speaker, tends to direct it to a more concrete form. Thus, the function of antonymy in the position of the two data states the characteristic as a form of deepening understanding of the clarity of the material being discussed. The antonymic representation is intended so that students as listeners can gain clarity and understand and know the variety of spoken and written language and the differences between summaries and summaries. Thus, the idea of affirmation aims to develop students' competencies so that they can think more critically and productively.

#### d. Relational Value

The representation of meaning relations through antonymic language features that embodies aspects of relational values in learning interactions is displayed through the following data.

##### Data (5)

Lecturer: Kita sadar diri saja. Nah sadar diri yang dimaksud di sini adalah bagaimana Anda menjadikan suatu **kekurangan** Anda menjadi **kelebihan**. (UK).

Sentences in data (5) show that the words **kekurangan** and **kelebihan** express a relation of meaning in the form of antonyms. The lecturer, as a speaker, does not contest the use of two antonym words with opposite meanings. This is shown through the statement that deficiencies are used as strengths. Thus, the two meanings of the word deficiency and excess state an interaction relationship towards giving a form of reinforcement to students as listeners. The speaker (lecturer) empowers two antonymic words to build student confidence to learn from a mistake to know more things.

The idea of reinforcement in using antonymic words shows that the lecturer advises and motivates listeners (students). The position of the two words with opposite meanings states the function of the interaction relationship with students to change attitudes and self-confidence in learning behaviour. Thus, the position of antonymic language features aims to build student awareness to learn from mistakes to gain strengths. The speaker (lecturer) connects two opposite words, **kekurangan** and **kelebihan**, in a position that is not contradicted so that a depth of meaning is formed, namely self-awareness and motivation to think and be creative in increasing competence.

e. Expressive Value

The representation of meaning relations through antonymic language features that embody aspects of expressive values in learning interactions is displayed through the following data.

Data (6)

Student: ...tidak semua pemikiran orang itu **sama-sama** pasti **berbeda-beda**. Tidak semua tenmanta' dalam kelas itu sama pemikiranta', pendapatata' (UK).

Sentences in data (6) show that the words **sama-sama** and **berbeda-beda** express meaning relationships in the form of antonyms. Students expressed this as speakers to express ideas about affirmations related to thoughts or ways of opinion related to competence so that they influence different points of view. Using meaning relations as antonyms show opposite meanings that are not contested. Still, their meanings are related to expressing ideas in the form of affirmation of the explanation of the existence of the ability of the discussion participants to express opinions. The formed idea of affirmation in the use of these two words is clarified by the presence of definite adjectives showing a determination that is hard to deny.

The use of meaning relations that are built through the antonym of words **sama-sama** and **berbeda-beda**, their existence expresses the characteristics that embody the identity of each participant in the discussion. Thus, speakers (students) express ideas about characteristics or identities embodied in different ways of thinking. The idea in the form of an affirmation shows that students as speakers want to make it clear that it is not permissible to force opinions on other discussion participants because the perspective of each participant is different. Likewise, expressing opinions cannot be forced because the discussion participants have different abilities and competencies. In this regard, students as speakers expressed interaction through affirmation to clarify the identity of the discussion participants in the form of their abilities and competencies.

2. Synonyms

Synonymy is defined as two or more words with related meanings, even though these words cannot always be substituted for each other in a sentence. Synonyms or synonyms are two or more words in a language structure in the form of words,

phrases and sentences with similar meanings. The relation of meaning that occurs in synonyms or synonyms is two-way and can occur in an utterance.

a. Euphemization Aspect

The representation of meaning relations through synonymous language features that embodies aspects of euphemism in learning interactions is shown below.

Data (7)

Kita tahu dari Sabang sampai Meraoke pendidikan di Indonesia tidak merata mereka mempunyai bahasa masing-masing bahasa wilayah sendiri. Maka bahasa pendidikan yang **wajib** dan **mutlak** digunakan sesuai dengan Undang-Undang 1945 adalah bahasa Indonesia (MW).

Sentences in data (7) show that the words **wajib** and **mutlak** express meaning relations as synonyms. Lecturers, as speakers, express ideas in the form of obedience. The use of meaning relations in the form of synonyms shows a relationship of similarity in meaning to express the sharpness of meaning as a form of firmness towards ideas in the form of compliance with the application of the 1945 Constitution, which deals with the use of Indonesian as the language of instruction.

The lecturer, as a speaker, expresses the idea of obedience subtly through the use of the meaning relation expressed in the words synonymous with **wajib** and **mutlak**. This is understood as a form of affirmation and reinforcement of the necessity to use a uniform language as the language of instruction in the world of education. This idea is strengthened by using synonyms so that the message conveyed, namely obedience to a rule, becomes an obligation that is considered and implemented.

b. Sensory Aspect

The representation of meaning relations through synonymous language features that embody sensory aspects in learning interactions is shown below.

Data (8)

Kalau yang **baik** itulah tadi yang dikatakan yang penting Anda mengerti saya mengerti maka terjalinlah komunikasi yang baik. Apakah **bagus** menggunakan kata, kan kalau kita biasa marah kan, biasa menggunakan kata ini “dasar kamu tolo, setan kamu”. Apakah itu sesuai bahasa yang **baik** (UK)?

Sentences in data (8) show that the words **bagus** and **baik** express meaning relations in the form of synonyms. The meaning of the two words is contrasted in the form of a question to say affirmation in politeness. In addition, to emphasize the explanation of the idea of language politeness, the lecturer as a speaker states a form

of impropriety, such as the essential words *dasar kamu tolol*, *setan kamu*. Thus, the synonymous language features represent ideas in the form of politeness by identifying moral honour.

The lecturer as a speaker uses the adjectives *baik* and *bagus* to indicate not only the way of language, which refers to understanding the form of communication whose meaning is easy to understand, but also shows the content or contents of the diction used must be ethical—using the two synonymous words in the interaction between lecturers as speakers and students as listeners aim to clarify statements about the idea of language politeness to students. The concept of language politeness, formulated in excellent and good diction, shows that utterances are not only easy to understand but also the words used can have a positive effect (personality).

c. Experiential Value

The representation of meaning relations through synonymous language features that embodies aspects of experiential value in interactions is displayed through the following data.

Data (9)

... jadi, penggunaan struktur kalimat lisan, itu dia tidak ada subjek predikat, yang penting saya **tahu**, Anda **tahu**, Anda **mengerti**, kamu **mengerti**, selesai persoalan. Tetapi kapan ragam tulisan, dan itu sifatnya baku maka harus menggunakan penggunaan ejaan bahasa baku (UK).

Sentences in data (9) show that the words *tahu* and *mengerti* express meaning relations in synonyms. Lecturers use the two synonymous words as speakers to express ideas by strengthening the explanation of the variety of spoken language and the type of written language. It is explained that for the kind of spoken language, the structure of the language is not considered. The important thing is to know and understand the purpose of communication, but in the variety of written language, attention must be paid to language rules. So, using synonyms confirms the idea of strengthening the form of explaining knowledge of various languages.

Revealing the idea of reinforcement is conveyed through language features synonymous with the words *tahu* and *mengerti*. The concept of the form of reinforcement that the speaker is fighting for is to emphasize a wrong understanding of the perception of the use of spoken variety which assumes that it is essential to know and understand the purpose of communication. This is due to a sense of indifference to the rules due to habits in the narrative that are commonplace so that understanding develops; the important thing is that communication takes place well and can be understood. This needs to be careful because not all contexts in the language of understanding are acceptable.

d. Relational Value

Representation of meaning relations through synonymous language features

that embody relational value aspects in learning interactions is displayed through the following data.

Data (10)

...ada beberapa kelompok yang belum dapat **poin** ya. Silakan kejar **poinnya** supaya kalian bisa dapat **nilai** (MW)!

Sentences in data (10) show that the words **poin** and **nilai** express meaning relations in synonyms. The lecturer, as a speaker, says the idea of a form of reinforcement through the relationship between the two meanings of synonymous words. The form of the relationship between the use of synonymous words is understood that the acquisition of points can determine the value for students. Therefore, if there are points, then there is value. So, using the two synonymous words, namely the word **poin** and the word **nilai**, forms an affirmation of a relationship that contains meaning to reinforce that the point determines the value.

The lecturer affirms the relationship of ideas in the form of strengthening by explaining the two conditions of synonyms. The purpose of the reinforcement statement is to address students that points are a requirement for obtaining grades. Therefore, acquiring points for lecturers is vital because it is considered for giving rates. Thus, synonyms make it clear to students the need to pursue points as a condition for awarding grades. So, the affirmation point is critical because it is the aspect that most determines value quality.

e. Expressive Value

Representation of meaning relations through synonymous language features that embody expressive value aspects in learning interactions is displayed through the following data.

Data (11)

...walaupun sama-sama perempuan. Dia memiliki ideolek **masing-masing**. Coba perhatikan, termasuk juga laki-laki. Jadi, **setiap** orang itu memiliki ragam bahasa **masing-masing** (MG).

The sentences in data (11) show that the word **setiap** and **masing-masing** expresses a relation of meaning in the form of synonyms. Using synonymous terms by lecturers as speakers indicate ideas in the form of affirmation of the characteristics or identity of individual language use: the synonyms **setiap** and **masing-masing** show personal meanings. The lecturer reinforces the explanation conveyed by showing features. This can be seen from the word conjunction, which shows that both women still use specific characteristics in language.

Disclosure of ideas in the form of affirmations to state identity is conveyed through explanations using synonymous language features. The purpose of

asserting identity is to clarify that no one has the same narrative in language. So, even though they are of the same sex and ethnicity, they still have differences that characterize and show identity in interacting with other people.

### 3. Hyponymy

The term hyponym is a semantic relationship between a form of speech whose meaning is included in the sense of another state of address. Therefore, it can be understood that a hyponym is a semantic relationship or relationship of importance that occurs in two or more general (generic) and specific (specific) words or shows a top-down relationship.

#### a. Euphemization Aspect

The representation of meaning relations through hyponymy language features that embodies aspects of euphemism in learning interactions is shown below.

##### Data (12)

Nah selanjutnya, ini latar belakang PUEBI. Selain itu, *kaidah-kaidah* yang tadi, *kaidah sintaksis*, *kemudian kaidah makna*, *kaidah sosial*, *kaidah mengarang*. Itu semua saling mendukung sehingga nantinya tulisan Anda akan menjadi terstruktur atau berstruktur dan bernilai, serta lebih mudah dipahami dan dimengerti oleh orang lain (UK).

Sentences in data (12) show that the word ***kaidah-kaidah***, ***kaidah sintaksis***, ***kemudian kaidah makna***, ***kaidah sosial***, and ***kaidah mengarang*** express meaning relations in the form of hyponyms. The Word ***kaidah*** have a general meaning, while words with special meaning, namely ***kaidah sintaksis***, ***kaidah makna***, ***kaidah sosial***, and ***kaidah mengarang***. The forms of these rules are interrelated so that if applied, they will produce writing that is structured, valuable, and easily understood by others. The word hyponymy is a speaker's way of deepening and clarifying students' understanding of ideas in the form of obligations related to the use of writing conventions.

The use of meaning relations in hyponymic language features emphasizes ideas in the form of obligations that the lecturer fully states. The delivery is fully displayed by explaining ontology, axiology, and epistemology. The concept of obligation to the rules is meant for students to have a sense of concern and interest in the use of the laws, which is confirmed through the use of the word hyponym. Thus, rules are understood as criteria for determining the quality of writing.

#### b. Sensory Aspect

The representation of meaning relations through hyponymy language features that embody sensory aspects in learning interactions is shown below.

##### Data (13)

Lecturer: **Puji dan syukur** selalu ke hadirat Allah Swt., karena **rahmat** dan

**karunia**-Nyalah sehingga kita masih diberi nikmat kesehatan berkumpul di tempat ini dan selalu **bahagia**, yang tersenyum **gembira** bersama Ibu ya (UK).

Sentences in data (13) show that the words ***Puji dan syukur, rahmat, karunia, bahagia***, and ***gembira*** express meaning relations in hyponyms. ***Puji dan syukur*** represent general meanings positioned as ***rahmat dan karunia-Nya, nikmat kesehatan, selalu bahagia***, and ***tersenyum gembira*** convey special meanings placed as subordinates. The statements of these words are interrelated and reinforce the idea of moral reinforcement that the speaker is fighting for in the form of contentment, serenity, and sincerity, which shows the concept in the form of piety. The disclosure of these words offers religious feelings and invitations marked by the positioning of the words praise and gratitude as superordinates which express praise to Allah SWT. as a giver of favours. Then, it is strengthened by showing subordinate comments, such as grace, gift, favour, happiness, and joy.

The idea of purity is described through the use of hyponymous words, which are understood as the ideas of purity, decency, and generosity, which are represented in a moral way of honour. The lecturer, as a speaker, expressed the concept of a form of piety which invites students to be grateful to Allah SWT., which is emphasized by the meaning relation of the presence of words that contain special meanings to embody religious attitudes and morals.

c. Experiential Value

The representation of meaning relations through hyponymic language features that embodies aspects of experiential value in learning interactions is displayed through the following data.

Data (14)

Lecturer: Iya, kadang memang ada orang, jika kita membuat suatu **karangan**, dalam karangan itu menulis mulai dari **paragraf** satu sampai akhir yang dalam **kalimatnya** tentang pendidikan. *Nah*, itulah **topiknya** tentang pendidikan, jangan ada yang melenceng dari **topik** itu sendiri (EE).

Sentences in data (14) show that the words ***karangan, topik, paragraf***, and ***kalimatnya*** express meaning relations as hyponyms. The term "***karangan***" contains a general meaning, while the words "***paragraf, kalimatnya, topik***" have a special meaning of the ***karangan***. Lecturers as speakers use hyponymous words that express general and special meaning relationships. The form of hyponymy presented by the lecturer as a speaker shows meaning by convincing students as listeners about the contents of essay writing. This is reinforced by an explanation of how to write an essay.

Meaning relations are built through hyponymic language features of ***karangan, topik, paragraf***, and ***kalimatnya*** affirming ideas in a convincing form about

knowledge of how to write articles that are stated starting from general explanations to details on specific things. This is intended to sharpen the cause so that students easily understand it. This is known through the disclosure of words that have special meaning in aspects of essay writing. The idea is represented by the speaker, namely explaining the knowledge of composing essays based on the choice of words in the form of hyponyms.

d. Relational Value

Representation of meaning relations through hyponymy language features that embody relational value aspects in learning interactions is displayed through the following data.

Data (15)

Adalah ragam yang dikaitkan dengan profesi, lembaga, lingkungan kerja, atau kegiatan tertentu. Misalkan kalau dunia **pendidikan** pasti berhubungan dengan? Apa yang berhubungan dengan kalau dunia pendidikan? **Siswa, mahasiswa**, kemudian tenaga **pengajar** a, itu masuk (UK).

Sentences in data (15) show that the words **pendidikan**, **siswa**, **mahasiswa**, and **pengajar** express meaning relations using hyponyms. The superordinate word is **pendidikan**, while the subordinate is **siswa**, **mahasiswa**, and **pengajar**. From pairs of words with hyponyms displayed by lecturers as speakers, it shows that language variety from a functional perspective is the result of interactions that occur between a person and the social environment, such as professions, institutions, backgrounds, and specific activities that lead to to the birth of available varieties. The meaning of the description shows the use of the word hyponym, an idea of a form of reinforcement about the relationship between the profession and the variety of languages. Thus, the concepts that speakers stand for are embodied in the relationship between the use of various languages and the professional environment in the language features of the hyponymous form.

The idea in the form of reinforcement is conveyed by the lecturer as a speaker through an explanation by describing the relationship of social aspects by presenting a form of hyponymy as concretization based on the patterning in the example, namely mentioning the educational superordinate hyponymous pair. The use of hyponymy states the strengthening of the relationship between the clarity of understanding of students as listeners and information from the study of material obtained about the position of language variety. By explaining the form of hyponymy, there is a growth in students' competence regarding the variety of languages. The hope to be achieved is that students get a complete explanation so that their critical and creative thinking abilities can increase.

e. Expressive Value

Representation of meaning relations through hyponymy language features that embody aspects of expressive values in learning interactions is displayed through

the following data.

Data (16)

Misalnya, seperti **usia** lihatlah usia antara **anak-anak, remaja** dengan orang **dewasa**. Itu beda ragam bahasanya (MG)?

Sentences in data (16) show that the words **usia, anak-anak, remaja, and dewasa** express meaning relations as hyponyms. The word **usia** express a superordinate form or general meaning, while the **anak-anak, remaja, dewasa, and orang tua** show subordinate or specific purposes. Lecturers use the hyponym form as speakers to identify ways of speaking for each age group, such as children, adolescents, adults, and the elderly. Thus, the hyponymic form in the discourse is utilized by speakers expressing ideas in the form of reinforcement to identify based on age as a way of distinguishing the types of language varieties.

The relation of meaning in hyponymic language features is used by speakers to classify, explain, and emphasize the characteristics or identification of spoken language varieties. The form of hyponymy expresses the strength of the relationship between age and language variety. So, the role and function of synonyms essentially form identity or characterize age as a determinant of language variety. The lecturer, as a speaker, states the disclosure of ideas in the form of reinforcement by explaining through identification of age to show a person's social characteristics or identity. The focus of meaning that is built, namely strengthening the attributes as a differentiator for giving birth and classifying language varieties based on age.

## Discussion

Based on the description in the data description section, the meaning relations represented in the language features consist of antonymy, synonymy, and hyponymy. These three language features display the idea of forming character uniquely into euphemizing aspects, sensory, experiential, relational, and expressive values.

Language features represented in the form of antonyms are expressed to be utilized by speakers in the formation of characters related to education, such as affirming, explaining, and convincing. Speeches in the form of antonyms in learning interactions express ideas or messages in obedience, politeness, affirmation, and strengthening of identity. The statement reflects the character. They are empirically explained by (Firman, 2016) that the choice of words that are opposite in meaning tends not to contradict and even becomes a prerequisite for others. Thus, using antonymic forms aims to clarify and emphasize the message of learning. This is one of the educational character-based approaches lecturers use (Nugraheni, 2019). The impact is that students become more focused, so they can easily understand the learning material. So, the language features of antonymic forms have opposite meanings but tend not to be contradicted; they function as an affirmation of the clarity of the speaker's (lecturer's) idea or message. This becomes

a strategy for delivering teaching materials.

Speaker uses synonymous words in learning interactions at IAIN Palopo reinforcement, affirmation, and explanation. Language features expressed in the form of synonyms embody the ideas of obedience, politeness, competence, declaration of relationships, and commitment to identity/characteristics. Even though synonyms express overlapping meanings, the concept of their use is still acceptable because they have a practical purpose, which is to accelerate an understanding of the meaning of a (Keraf, 2002). In addition, synonyms are used to express ideas and at the same time sharpen the difference in meaning between words (Sofia, 2017) Thus, the empowerment of synonymous language features becomes a medium for conveying ideas that clarify and sharpen the information shared in learning interactions.

Lecturers use synonym language features in learning interactions in addition to clarifying students' understanding of the discussion material and deepening the meaning function of synonymous words with affective values. This is explained by (Halik, 2013) that language features are indispensable in all activities, including learning because it facilitates and accelerates the transformation of ideas, desires, wills and feelings of value towards others. Therefore, the synonym chosen by the speaker is inseparable from the meaning aspect. (Sudiyono, 2019) explained that the meaning aspect of understanding in the interaction of speech acts could be achieved if speakers and listeners use the same language elements. This shows that empowering synonyms in learning interactions is needed to support ideas about explanation and understanding as an effort to build student competence.

The relation of hyponymic meaning used by lecturers and students in learning interactions at IAIN Palopo contains violence of importance, namely strengthening the explanation of hierarchical teaching material. In this case, it is mentioned ordinally and then explained in a subordinate way about its components. (Wibowo, 2001) that hyponymy is a relationship between words manifested in the up and down form containing meaning to several other features. Then, (Djajasudarma, 2013) explains that the hyponymy meaning relation has a paradigmatic identity and is inclusive so that it is classified into a broader class; for example, inclusive of superordinate animals is included in chickens, ducks, and cows as subclasses. Thus, the use of hyponymic language features describes and describes in detail, and thoroughly the part focused on in the discussion so that a quick and in-depth understanding is obtained. This is intended to invite students' attention to be more focused. In (Badara, 2014), Burke explained that using certain words not only focuses attention on certain things but also directs perceptions on specific ways of thinking and beliefs.

The hyponymy language features utilized by the speaker embody ideas of obligation, righteousness, belief, strengthening relationships, and strengthening identity. This was revealed by (Yuniarti, 2014) that the utterances expressed by a

particular speaker in an interaction have a special purpose. So, about the educational context, because the role and function of the lecturer provide motivation and direction as reinforcement for achievement, the hyponymic language features used contain the meaning of reinforcement and explanation.

Motivation is needed to achieve maximum learning outcomes. Motivation determines the intensity of learning efforts for students. Motivation influences and encourages students to carry out learning activities (Hasriadi, 2020). Therefore, the use of language features in the form of hyponyms is the right choice in an educational context because their meaning influences and builds confidence and the strength of the meaning of narrative in explaining and presenting lecture material that aims to influence as an effort to generate motivation.

### Conclusion

Referring to the results of the research described in the previous section, it is concluded that language features of meaning relations can be manifested in the form of antonyms, synonyms, and hyponyms. The form of choice of words used in teaching interactions at IAIN Palopo produces character forms. Ideas in conveying messages are represented in euphemizing aspects, sensorization aspects, experiential values, relational values, and expressive values. Each element states the ideological message that embodies the character's shape. In general, the ideas of character forms that are expressed through learning interactions include (1) obedience, (2) politeness, (3) affirmation/trust, (4) strengthening relationships, (5) affirming identity or characteristics, (6) obedience, (7) politeness, (8) strengthening/competence, (9) obligation, (10) piety, and (11) convincing/motivation.

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