

## Analysis Of Misconceptions In The Sasak Language Local Content Subject In Grade V Of SDN 2 Selengen In The 2025/2026 Year

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### Abstract

*This research is motivated by the importance of preserving regional languages and culture through local content subjects, particularly the Sasak Language, and the challenges students face, often leading to misunderstandings or misconceptions. The primary objective of this study is to analyze the occurrence of misconceptions in the local content subject of Sasak Language in Grade V of SDN 2 Selengen. This study employs a qualitative approach with a descriptive type. Data were collected through observation techniques, in-depth interviews, and documentation. The research subjects included the local content teacher, fifth-grade students, and the school principal. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion drawing. The validity of the data was tested using source and method triangulation. The results showed that there are three main forms of misconceptions experienced by students: (1) misconceptions due to dialect differences between textbooks and students' spoken language, (2) generalization of the meaning of language levels (base alus vs. base kasar), and (3) literal interpretation of figurative words (sesenggak or lelakaq). The causes of misconceptions originate from student factors (incorrect initial concepts, associative thinking, cognitive stage), teacher factors (teaching methods), textbooks (formal and long sentences), and environmental factors (everyday language and peer influence). The teacher's efforts to overcome misconceptions include direct comparison methods, interactive question-and-answer sessions, role-playing, gentle correction, classroom posters, and parental involvement. In conclusion, misconceptions in learning the Sasak Language are caused by a complexity of linguistic, sociocultural, and pedagogical factors. Therefore, adjustments to teaching materials and more contextual and innovative learning methods are needed to enhance student understanding and preserve Sasak culture*

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## 1. INTRODUCTION

Education in Indonesia has a strong mandate to not only academically educate the nation but also preserve the noble values of regional culture. This is reflected in national education regulations, including the Independent Curriculum and the Minister of Education and Culture Regulation, which mandate the inclusion of Local Content subjects. In West Nusa Tenggara Province, particularly Lombok, the Sasak language subject plays a strategic role as a means of preserving the cultural identity and mother tongue of the Sasak people. Language is not merely a means of communication, but also a reflection of ways of thinking, social values, and local wisdom passed down through generations. According to research published in the Journal of

Elementary Education, the integration of local content into the elementary school curriculum is crucial for shaping students' character rooted in their local culture (Sari & Pratama, 2021).

However, the reality on the ground shows that learning Sasak at the elementary school level, especially in the lower grades, faces various significant challenges. One of the main obstacles that often arises is the occurrence of misconceptions or misunderstandings of basic concepts in the language. Misconceptions in language learning can include errors in pronunciation (phonology), understanding word meaning (semantics), and the use of grammar (syntax) that does not conform to standard Sasak language rules or local dialects. In the context of learning regional languages, misconceptions often occur due to interference from the more dominant Indonesian language in the student's environment. This is supported by findings in the *Journal of Ethnopedagogy*, which states that the dominance of the national language in the school environment often shifts students' understanding of local vocabulary (Furqon, 2024).

Especially for students in grade V of elementary school, this age is a critical period in the formation of basic language concepts. At this stage, students are in the concrete operational stage according to Piaget's theory, where their understanding depends heavily on direct experience and examples given. If teachers are unable to map students' misunderstandings accurately, the process of internalizing cultural values in the Sasak language will be hindered. Students may prefer to use Indonesian in daily conversations at school because it is considered more "correct" or more familiar, which ultimately shifts the function of the Sasak language as a language of cultural instruction (Latipah, 2022).

Initial observations at SDN 2 Selengen showed that fifth-grade students still experienced confusion in differentiating basic vocabulary and pronouncing typical vowel sounds in the Sasak language, indicating a gap between curriculum expectations and the reality of student understanding. These observations indicate that students still have great potential to use the Sasak language in everyday life, especially at home and around school. However, in the classroom learning process, the use of the Sasak language as local content is still limited and has not been optimally integrated with other learning activities.

This encourages the need to develop local content materials for the Sasak language that are relevant to the characteristics of fifth-grade students, so that learning is not only text-based but also supported by students' direct experiences in their school and village environments. Taking into account the results of observations at SDN 2 Selengen, the local content for fifth-grade Sasak language is directed at strengthening students' understanding of vocabulary, polite expressions, and everyday conversations in the Sasak language, while connecting them to cultural values and local wisdom that apply in their environment.

This research is crucial and relevant for several fundamental reasons supported by the educational literature. First, misconception analysis provides empirical data on students' learning difficulties, enabling teachers to design more targeted learning strategies. Without this analysis, teachers tend to teach based on the assumption that students have understood the material, when in fact, there may be deep-seated misconceptions (Ausubel, 2021). Second, by identifying the roots of misconceptions, schools can intervene early to prevent permanent misconceptions. Third, this research directly contributes to efforts to preserve regional languages in the era of globalization, where regional languages are threatened with extinction due to the dominance of national and foreign languages (Hamid, 2022).

Without this research, there are serious risks. First, conceptual errors in the Sasak language will become "fossilized" or frozen in students' minds, making them very difficult to correct at higher levels of education. Second, teachers will lack accurate diagnostic data to evaluate the effectiveness of their teaching methods, leaving learning improvement efforts without a clear direction. Third, culturally, if the younger generation at SDN 2 Selengen does not understand the Sasak language properly, local cultural identity will erode and disappear over time.

Several previous studies have examined misconceptions, but they generally focused on exact science subjects. For example, Denti Rahmawati's (2025) study examined misconceptions about Sound in fifth grade, Solikhin's (2022) on Acids and Bases, and Rolahnoviza's (2021) on

science. A limited number of studies have touched on misconceptions in local content subjects more broadly, such as Fitriana's (2023) study of misconceptions in local curriculum subjects at the elementary school level; however, this study did not specifically address regional language learning, particularly dialect-related misconceptions such as those found in the Sasak language. Therefore, there is a research gap where studies of misconceptions specifically in the context of regional language education (especially Sasak) in elementary schools are still very limited. This study aims to fill this gap. The main objective of this study is to analyze how misconceptions occur and identify the causal factors in the Sasak language local content subject among fifth-grade students at SDN 2 Selengen.

## 2. RESEARCH METHODS

The research approach used in this study is a qualitative one, producing descriptive data. A qualitative approach is a process of research and understanding based on a methodology that investigates social phenomena and human problems. Qualitative methods are used to obtain in-depth data, namely data that contains meaning (Creswell, 2021). Qualitative research is descriptive in nature and tends to use an inductive analysis approach. The approach used in this study aims to provide a naturalistic picture of the phenomenon through rich text and narrative.

The research was conducted at SDN 2 Selengen in the even semester of the 2025/2026 academic year. This school is located in Tampes Hamlet, Selengen Village, Kayangan District, North Lombok Regency, West Nusa Tenggara Province. The location was selected based on the characteristics of students and the surrounding community who still actively use the Sasak language with its distinctive North Lombok dialect, which has the potential to give rise to misconceptions when faced with the standard language curriculum.

The research data sources are classified into primary and secondary data (Hasibuan, 2024). Primary data were obtained directly from the research subjects, consisting of the local content teacher of Sasak Language (Mrs. Wiwik Haswinda, S.Pd.), the principal (Mr. Suprianto, S.Pd.), and all fifth-grade students at SDN 2 Selengen, totaling [JUMLAH TOTAL SISWA] students, who were observed during the classroom learning process, with Aqila selected as the representative key informant for the in-depth interview based on her active participation and representativeness of the misconceptions found in the class. Secondary data were obtained from school documents in the form of school profiles, teaching modules, lesson plans, and photographs of classroom observation activities.

The data collection techniques used encompass three main pillars: observation, interviews, and documentation (Arikunto, 2021). Passive participant observation was conducted on June 15, 2026, to directly observe the learning process, classroom management, and teacher-student interactions. In-depth, semi-structured interviews were conducted to gather detailed information regarding learning challenges, misconceptions, and school policies. Documentation was used to supplement empirical data related to the Merdeka curriculum tools used by the school.

To ensure transparency of procedures, the observation was guided by an observation sheet covering aspects of teacher-student interaction, teaching methods and media used, and indications of student misconceptions that emerged during the lesson. The interview guideline consisted of a set of semi-structured, open-ended questions directed at the teacher, the principal, and the student informant, covering the teaching strategies applied, the types of misconceptions encountered, the factors perceived to underlie them, and the school's policies on Sasak language local content. Both guidelines were developed with reference to qualitative instrument construction procedures (Nurfaidah et al., 2025) and were used consistently across all data collection sessions.

Data analysis was carried out using the Miles and Huberman interactive model (Gatot Haryono, 2021), which includes three main stages: (1) Data Reduction, where data from interviews and observations were filtered, classified, and focused on misconception issues; (2) Data Presentation (Data Display) in the form of structured narrative text; and (3) Conclusion Drawing (Verification).

To ensure data validity and reliability, this study employed triangulation as a data validation technique (Iswahyudi, 2023). The researcher applied source triangulation by comparing information from teachers, students, and the principal; and method triangulation by matching interview data with observation and documentation (Faustyna, 2023). Furthermore, member checking was conducted by reconfirming the findings with informants to ensure the accuracy of the researcher's interpretation (Siregar, 2025).

### 3. RESULTS AND DISCUSSION

#### 1. The Occurrence of Misconceptions in the Local Content Subject of Sasak Language in Class V of SDN 2 Selengen

Based on observations conducted on Monday, June 15, 2026, the Sasak language learning process was proceeding quite well in terms of classroom management. The teacher began the lesson with a humanistic approach, greeting students and relating the material to everyday life (contextual learning). The teacher explained the material using a variety of lecture methods and question-and-answer sessions. However, time and media constraints prevented the teacher from using concrete examples such as photos, real objects, or visual videos.

During the observation, strong indications of misconceptions were found. When the teacher asked students to name the polite equivalent (base alus) of the word "makan", several students answered, "mangan" (harsh language), and a small number answered, "ngelor" (polite language). Similar errors occurred with the word "Pergi", where various answers emerged such as "lalo" (Meno-Menè dialect), "injah" (Kuto-Kute dialect), and "lunga" (standard/standard dialect). Furthermore, in the material on Sasak pantun (lelakaq), students only interpreted the words literally without understanding their figurative meaning.

This observation data was confirmed through an in-depth interview with Mrs. Wiwik (June 15, 2026). She emphasized that the 5th-grade Sasak language material is guided by the Sasak Language and Culture Textbook of the Merdeka Curriculum. Although she emphasized the habituation of basic politeness in daily activities, the students' social environment, which predominantly uses coarse/mixed language, posed the greatest challenge. Based on data triangulation, three main forms of misconceptions were identified:

##### A. Misconceptions Due to Dialect Differences

This misconception occurs due to the clash between everyday spoken language, dialect variations, and standard language. Students at SDN 2 Selengen are accustomed to using the Meno-Menè dialect (characterized by the vocabulary "mbe mek laik" or "inak mangan lek pawon") and the Kuto-Kute dialect (characterized by the vocabulary "injah" for going). However, textbooks use the standard Mataram/Praya dialect. As a result, students from both dialect groups experience confusion because words they know every day have certain meanings, but in textbooks the meanings are different or unfamiliar to their ears. This is in line with Suparno's (2023) opinion that misconceptions can arise when prior knowledge sourced from everyday language clashes with standard concepts in schools.

##### B. Generalization of the Meaning of Language Levels (Basic Alus vs. Basic Kasar)

The second form of misconception is that students tend to assume all words in books are polite language, or vice versa. They also misplace pronouns; for example, using "Aku" when addressing the teacher (when it should be "Tiang"). Students feel awkward using polite language because they are not used to it at home. According to Suparno (2023), this is called associative thinking, where students who lack sufficient experience lump similar concepts into one category. Student Aqila's confession (June 15, 2026) reinforces this: "Learning polite language is the most difficult, because it is rarely used at home with friends, so the words are often mixed up."

##### C. Literal Meaning of Figurative Words (Sesenggak or Lelakaq)

The third misconception occurs when students have difficulty grasping the connotative meaning and moral values of traditional expressions (lelakaq). Students translate sentences literally due to their familiarity with short, informal conversations and a lack of literacy in Sasak oral literature at home. Suparno (2023) categorizes this as faulty reasoning, namely drawing conclusions that fail to consider the deeper context. This is exacerbated by textbooks that present standard, lengthy sentences that are difficult for students to digest independently.

## 2. Factors Causing Misconceptions

Based on the analysis of the Miles and Huberman model, five main factors cause misconceptions in learning the Local Content of the Sasak Language at SDN 2 Selengen:

### A. Textbook Factors

The textbooks used use a standard dialect that does not represent the native dialect of North Lombok. They also use long, complex standard sentences. Mrs. Wiwik stated that "the textbooks use long, standard sentences, while students are more accustomed to short, informal conversations." Pujayanto (2022) emphasized that textbooks that are not appropriate for students' cognitive and cultural backgrounds can be a major source of misunderstanding.

### B. Factors of Regional Language Differences

Lombok Island has five main dialects that are phonologically and lexically very different. This exposes students to a language variation different from that taught in school. The linguistic gap between the spoken dialects (Meno-Menè/Kuto-Kute) and the written language (Mataram/Praya) creates structural confusion for elementary school students.

### C. Student Factors

There are three sub-factors within the student: First, incorrect initial concepts due to the habituation of mixed languages at home. Second, associative thinking that generalizes language levels due to a lack of vocabulary. Third, cognitive development stage; based on Piaget's theory (Furqon, 2024), fifth-grade students are at the concrete operational stage, requiring concrete examples, while the language level (base alus) is quite abstract and conceptual.

### D. Teacher Factors

Although teachers have attempted a contextual approach, teaching methods still predominantly rely on lectures and have not optimally utilized concrete media (real objects, photos, or animated videos) due to limited resources. Yet, the use of visual media is essential for today's digital generation of students (Ayun & Wulandari, 2025).

### E. Environmental Factors

The social environment, both family and peers, is heavily influenced by the use of harsh or neutral language. Aqila revealed that polite language is rarely used during play. Furthermore, during group assignments, the dominant group members often blindly follow suit when misinterpreting words, leading to the spread of misconceptions communally.

## 4. CONCLUSION

Based on the results of the analysis of research data in class V of SDN 2 Selengen, it can be concluded that:

1. The occurrence of misconceptions in learning local content of Sasak language manifests in three forms: (a) Misconceptions due to dialect differences (clashes between the Meno-Menè/Kuto-Kute dialect and the Mataram/Praya standard); (b) Generalization of the meaning of language levels, where students have difficulty distinguishing between alus and kasar bases and incorrectly use formal/informal greetings; and (c) Literal meaning of traditional figurative words (lelakaq/sesenggak) due to low oral cultural literacy.
2. These misconceptions are caused by five complex factors, namely: textbooks that do not accommodate the diversity of local dialects and use long, standard language; the high diversity of regional languages in Lombok; internal student factors (wrong initial concepts, associative

thinking, and concrete operational stages); teacher limitations in providing concrete audio-visual media; and environmental factors (family and peers) that do not support the habit of using polite language in daily interactions.

This study recommends that teachers develop differentiated learning using audio-visual media, that the Education Office make local content textbooks more flexible with a North Lombok dialect glossary, and that parents help preserve Sasak identity by promoting the use of base alus at home.

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