

## Development of Massive Open Online Cours (MOOC) to Support Learning of Sasak Language Local Content

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### Abstrak

Badan pengembangan dan pembinaan Bahasa Kementerian Pendidikan dan kebudayaan telah memetakan dan memverifikasi 652 bahasa daerah di Indonesia, banyaknya Bahasa daerah yang dimiliki oleh bangsa Indonesia tidak terlepas dari pengaruh bangsa Indonesia sebagai negara kepulauan yang tersebar dari Sabang hingga ke Marauke. Banyaknya Bahasa daerah yang kita miliki juga menjadi tantangan besar bagaimana semua aset kebudayaan yang dimiliki saat ini dapat dipelihara keberadaannya. Berbicara tentang pemeliharaan tentu erat kaitannya dengan pola dan strategi apa yang paling efektif untuk digunakan sehingga target pemeliharaan tersebut dapat diperoleh. Provinsi Nusa Tenggara Barat melalui Peraturan Daerah No 16 tahun 2021 tentang pemajuan kebudayaan juga memberikan perhatian khusus pada Bahasa daerah. Rancangan penelitian pengembangan ini akan menggunakan model Borg & Gall (2003) dan untuk mendapatkan rancangan yang layak penelitian ini nanti akan melakukan uji coba dengan melibatkan ahli bahasa, ahli materi dan ahli teknologi pembelajaran

**Kata kunci:** Massive Open Online Cours (MOOC), Muatan Lokal Bahasa Sasak

### Abstract

*The Language Development and Development Agency of the Ministry of Education and Culture has verified and verified 652 regional languages in Indonesia, the number of regional languages owned by the Indonesian people is inseparable from the influence of the Indonesian nation as an archipelagic country spread from Sabang to Marauke. The number of regional languages that we have is also a big challenge how all cultural assets owned today can be maintained. Talking about maintenance, of course, is closely related to what patterns and strategies are most effective to use so that the maintenance target can be obtained. West Nusa Tenggara Province through Regional Regulation No. 16 of 2021 concerning the promotion of culture also pays special attention to regional languages. This development research design will use the Borg & Gall (2003) model and to get a feasible design this research will later conduct trials involving linguists, material experts and learning technology experts.*

**Keywords:** Massive Open Online Cours (MOOC), Sasak Language Local Content

### INTRODUCTION

The rapid development of globalization has made interactions between individuals unlimited in time and space to become global citizens characterized by social relations, as well as global participation and responsibility (Baker & Fang, 2021) (Killick, 2013). The negative impact, it is possible that someone will lose their identity from a nation because it is influenced by religion, language, and culture of other nations that are considered better (Parmenter, 2011) Suarez O'roco & Garder (2004). For this reason, strategic efforts are needed to strengthen the identity as an Indonesian nation to the next generation through education, one of which is by passing on the Sasak language as a cultural identity of the Sasak Tribe to become the identity of the Indonesian nation.

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Education and Culture has verified and verified 652 regional languages in Indonesia, the number of regional languages owned by the Indonesian people is inseparable from the influence of the Indonesian nation as an archipelagic country spread from Sabang to Marauke. The number of regional languages that we have is also a big challenge how all cultural assets owned today can be maintained. Talking about maintenance, of course, is closely related to what patterns and strategies are most effective to use so that the maintenance target can be obtained.

Language is the identity of a culture, Language is often also assumed to be a reflection of the character of a culture itself. Since language has a central role in the existence of a culture, there must be concrete efforts to maintain the identity of that culture. Indicators of nationalism can be seen from how the community preserves its own culture.

National identity, usually based on culture, religion, history, language, or ethnicity. "Nation creates national identity" (<https://www.kemhan.go.id/>)

The number of languages in West Nusa Tenggara is influenced by tribes in NTB among the tribes in question such as the Sumawa, Mbojo tribes on the island of Sumbawa and Sasak tribes who live on the island of Lombok. People living on the island of Lombok use Sasak language as the language of daily communication, the structure of discussing sasak itself consists of 3 structures kuto kote, meno mene, meriak meriku.

The urgency of cultural preservation through language maintenance is influenced by data released by Jamaludin as Head of the Provincial Tourism Office. NTB (<https://ntbsatu.com/>) that data until July 2023 tourist visits to NTB Reach 1.7 Million This data certainly brings 2 possible effects when viewed from an economic point of view, it deserves appreciation, but the different facts of this figure will have a no small impact, namely the shift in cultural values contributed by the high number of tourist visits, both local and foreign, which continues to increase and the percentage very significant from year to year (Taufiq et al: 2017). If it is more specific that the current use of Sasak / regional language, especially among adolescents is not so interesting, because Sasak / regional language is often perceived as old-fashioned, left behind, not following trends.

In an effort to prevent extinction, it is also necessary to refer to the results of a study conducted by Taufiq & Hadi (2022) on electronic teaching materials, *problem-based learning models* with nuances of local cultural characters are an option because the results have proven effective in improving student learning outcomes, because so far the teaching materials that are daily used in schools in Mataram still use printed books have not been adaptive to the development of the digital world and developments Today's technology.

Based on UNESCO data states that linguists believe most of the world's languages will be extinct within this century, half of the current languages (estimated between 6,000

and 8,000 languages) are spoken by fewer than 10,000 people, and one of these languages is said to be extinct every two weeks (Taufiq et al: 2017) seeing this phenomenon must certainly be taken seriously that the regional language of its existence is on the verge of extinction and a solution must be found immediately, Of course, the solution referred to in this discussion can be an alternative solution to the problem. Regional languages can continue to live and develop by making them prestigious by encouraging all family members to keep trying to speak the regional language as the first language of communication in the family. Azis et al (2019) and educational institutions are responsible for providing instruments that become media to prevent the extinction.

The results of pre-research conducted at 3 vocational schools in Mataram City, only one school uses the local content curriculum of Sasak language, while the other two schools developed local content on developing talents and interests in the fields of dance, scouts and sports. The local content of the Sasak culture used as a source of material is still in the form of dance, as well as traditional art in print. From the results of the interview conducted, the Principal stated that there are no learning resources for Sasak language learning nor there are teachers who have Sasak language teacher competency certificates. As a result, many SMK students in Mataram City do not use Sasak language as a medium of communication both in the school environment and in daily associations. For this reason, it is necessary to immediately make improvements, so that Sasak language can be preserved to communicate in various activities in daily life.

## METHOD

This research is important to be carried out to keep Sasak language existing in the community in the Lombok area, especially through learning local content with a MOOC's-based Colaborative Learning approach, This research can also be an adaptive learning innovation to achieve the vision of Golden Indonesia 2045 and align with the needs of 21st century learning styles. To increase

student interest and motivation to learn, as well as realize the commitment to care for local cultural traditions in the student environment which are developed into learning material sources so that learning is more meaningful for that development efforts and feasibility tests are used as the basis for decisions to make it a learning resource.

In order to achieve maximum results, this development will involve cultural observers in the preparation of curriculum content and content later, another form of collaboration in this research is oriented towards involving students and teachers so that the output produced is in line with the needs of the community. Feasibility testing is carried out to

obtain ideal criteria for the development design that has been compiled. All suggestions and/or inputs from the parties will be used as a reference in evaluating and refining the objectives to be achieved from language development and preservation with this MOOC's Colaborative Learning approach.

The development of Colaborative Learning based on MOOC's Local Content of Sasak Language will use the Borg & Gall (2003) model. This model was chosen because it has systematic stages according to its needs and characteristics that directly reflect the stages of a learning development product. The research and development procedures carried out are presented in the Table below.

Prosedur Penelitian dan Pengembangan	Waktu (Semester)					
	1	2	3	4	5	6
<b>Tahap 1</b>						
Perancangan rencana penelitian (proposal Disertasi)	■					
<b>Tahap 2</b>						
Analisis Kurikulum	■					
Analisis karakteristik Siswa						
Analisis Kebutuhan Teknologi						
Mengembangkan <i>Learning Object Material (Modul, Video pembelajaran, panduan penilaian)</i>						
Mengembangkan strategi pembelajaran ( <i>Learning activity</i> )						
<b>Tahap 3</b>						
Penyusunan produk awal (Mooc's dan Buku Panduan)		■				
Pengembangan instrumen penelitian						
Seminar proposal disertasi						
<b>Tahap 4</b>						
Uji validasi ahli --> Revisi			■			
Uji coba kelompok kecil ( <i>formatif evaluation</i> ) -> Revisi						
Penelitian lapangan ( <i>sumatif evaluation</i> ) Revisi						
Finalisasi produk akhir & perawatan (maintenance)						
Seminar hasil penelitian						
<b>Tahap 5</b>						
Publikasi artikel Jurnal Internasional terindeks Scopus					■	
Sidang Akhir Disertasi						

The data collection instruments used in this study were (1) validation sheets for linguists, material experts and learning technology experts; (2) student attractiveness questionnaire sheet; (3) teacher and student practicality questionnaire sheets, (4) learning

motivation questionnaire sheets; and (5) learning outcomes tests. The data collected will be analyzed: (1) Qualitative analysis based on expert, student and teacher comments on teaching materials; (2) Descriptive statistical analysis to measure the validity, attractiveness

and practicality of the developed product; (3) descriptive analysis to measure student learning motivation and (4) statistical tests using *t* and *N-Gain* tests to measure student learning outcomes.

In obtaining data that will be used as learning *material objects* in this development, collaboration with local Cultural Figures, subject teachers and students, Fu & Gwo (2018) stated that collaborative learning is a very complex teaching activity, while Laal & Ghodsi (2012) summarize the benefits of using Collaborative Learning (CL) into four main categories, namely; social, psychological, academic and assessment, such as the following:

#### **Social benefits;**

- a) CL helps develop social support systems for students;
- b) CL helps build an understanding of diversity among students and staff;
- c) CL builds a positive atmosphere for modeling and training cooperation, and;
- d) CL fosters a learning community.

#### **Psychological benefits;**

- a) Student-centered teaching improves students' self-esteem;
- b) Cooperation reduces anxiety, and;
- c) CL develops a positive attitude towards teachers.

#### **Academic benefits;**

- a) CL Improve critical thinking skills
- b) Actively involve students in the learning process
- c) Improved classroom learning outcomes
- d) Model appropriate problem-solving techniques for students
- e) Large classes can be personalized
- f) CL is helpful in motivating students in a particular curriculum

By referring to this description, development to preserve Sasak language in subjects Local content based on MOOCs can be achieved, of course, all aimed at making it easier for students to learn with the principle of mobility (anytime, anywhere, done by anyone) with the MOOCs approach can bridge other

students who are not native to the Sasak tribe to learn Sasak language.

The results of this research will provide benefits for the development of learning local content of Sasak language to strengthen the nation's identity in vocational students in Mataram City. The results of this research can be used as a reference for other local content learning innovations for vocational students. The results of the development can be utilized by SMK students both in Mataram City and other SMK students in learning indigenous Indonesian culture. In practical terms, the results of the development can improve the learning of local content that is relevant to the challenges of the global community in order to have an identity as an Indonesian nation. The potential output of this research is the publication of international journal articles indexed by Scopus, ISBN for E-module learning and IPR for E-module and learning video.

#### **CONCLUSION AND ADVICE**

This research is one of the efforts made in improving Sasak language learning so that learning local content of Sasak language is more variativ, The results of this study can also be a reference for other studies that will conduct similar research, This research product can also be used as a learning supplement that supports the implementation of the Merdeka curriculum in learning local content in SMK.

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