

Maintaining Local Languages Through Local Content Curriculum: Analysis of Contextual Approaches and Field Learning

Yosep Kambu¹, Betarixs W Afasedanya², Wetius Wanimbo³, Robert R. Malangsen⁴

Sekolah Tinggi Agama Kristen Protestan Negeri-Sentani

Email: afshwelhelmina@gmail.com

Abstract

It is not impossible that language undergoes changes over time. The existence of local languages among teenagers and young people is no longer a communicative language choice in the environment where they are. The purpose of this research is to elaborate on the role of education, especially local curriculum, in preserving the local language by involving contextual approaches and field learning to teach the local language in schools. This study applies qualitative description with a literature review approach. Data is obtained by collecting reference materials such as books, theses, and journals manually and online. Manual data collection is done at the library, while online data collection involves downloading e-books and scientific journals from the last 10 years. The data are analyzed using content analysis, which involves reviewing books, journals, and theses to answer formulated questions. The results of this study indicate that an effective method for implementing local language learning is a method with contextual approaches and field learning. The contextual method applies components of constructivism, questioning, exploration, modeling, and authentic assessment. Meanwhile, field learning brings students closer to the relevance of context in learning the local language

Keywords : Contextual Approach Field Trip Local Content Curriculum Local Language

INTRODUCTION

Culture and language have a close correlation because language is an important element in culture. Reviews by cultural experts clearly state that there are 7 elements of culture that are universal. Syakhrani and Kamil (2022) In simple terms, it reviews the form of culture which consists of 3 forms, namely in the form of ideas or notions, objects or tools, and in the form of action or action. These forms are further expanded with 7 universal elements and one of the more important parts is language.

Language is a form and result of human civilization and cannot be separated from all human activities because it is a means of communication. Linguistically, language is a system of symbols and sounds that aims to convey meaning. In addition, language is also known as a meaningful system using rules or grammar. Language is also widely known as a communication tool in a group or community which functions to convey ideas or thoughts to other people. And language has dimensional functions that can educate, inform, influence, advise, persuade and express feelings. However, it is no less important that language also has the nature of being easily changed according to circumstances and developments over time [2].

The easily changing nature of language is the inevitable result of assimilation due to developments in technology and information, besides that language is experiencing shifts due to the flow of cultural globalization. In the Kabanga (2021) explained that the fragility of local culture, including language, is due to globalization which offers the principle of "cost and benefit". The urgency of change and defense of cultural results is influenced by these two principles.

Languages that are always undergoing change have the potential to experience extinction. Tondo (2009) explained that there are several factors that can cause language shift and extinction, such as the majority of languages used, the condition of multilingual speakers, globalization, immigration, inter-ethnic intermarriage, intensity of language use in the community, economics, and Indonesian language factors. This factor is a big trigger that can shift the position of local languages.

The existence of local languages or mother tongues is no longer a priority in communication. Moreover, especially young people in Jayapura-Papua who have been exposed to globalization tend to use the national language and its variations in communicating. Another gap shows the

tendency of teenagers and youth not to use local languages because of the lack of intensity of use of these languages in the communities they live in. This is reinforced by opinions of Ibrahim (2011) which reveals the fact that the symptoms that cause language to shift towards extinction are the lack of attention to the role of parents in teaching language, especially the mother tongue, preferences for language use in society, and pressure from the majority language.

The dangers from the causes above can be anticipated by utilizing the role of education in maintaining or revitalizing the mother tongue. The role of education can be to integrate mother tongue into local language to educate teenagers and young people to know and maintain their mother tongue.

Some research is related to how to maintain mother tongue by involving the role of education. Angraeni (2020) sees that in Central Kalimantan, especially the Dayak Ngaju language, it can be preserved by integrating it into the curriculum by optimizing local content. The efforts made have had a positive impact in that regional languages are used as the language of instruction at the initial level of education to facilitate the teaching of Indonesian and other subjects. The function of regional languages also includes forming morals, attracting student interest, and enhancing regional culture. Development of Local Content, including Regional Languages, involves the stages of context analysis, identification of local content, formulation of basic competencies, integration of basic competencies into learning content, and preparation of syllabi and textbooks. Teaching using the curriculum dictionary (Karik Kurik) in Dayak Ngaju language helps in teaching and understanding regional languages. This dictionary includes words, phrases, and explanations to facilitate students' understanding. This research emphasizes that local content curriculum, especially regional language lessons, plays an important role in preserving and developing local regional culture and language.

Another similar study was conducted by Latifah (2019) which looks at Javanese language learning in the implementation of the

2013 curriculum. This research stems from the problem that students at SDN Samritoto 01 Semarang tend not to use the local Javanese language in communicating. The results of this research show that the implementation of Javanese language learning is not yet fully meaningful for students, so this causes students' lack of interest in learning Javanese. A number of difficulties in teaching local Javanese content need to be overcome with solutions and actions that can be taken both in terms of teaching and government policy, and need to be adapted to the 2013 curriculum that was in effect at that time. The solution to overcome this problem depends on the principal, teachers and students themselves.

The thing that in line with the application and learning of local languages into local content is also carried out by Tanu (2018). This research examines the role and position of regional languages, especially Balinese, in learning at school. The results of this research show that the role of Balinese language learning in schools can support culture and unify Balinese society, as a symbol of identity and a means of communication. The integration of local Balinese languages into the curriculum is a positive effort to maintain the cultural values of the Balinese people.

What differentiates the previous research above from the current one is the effective method or strategy for integrating local languages in locally content learning in schools so that students can easily understand them. The more effective methods of applying local language in local content learning are contextual approaches, project-based learning, collaborative learning, multimedia learning, culture-based learning, play-based learning, and field learning. However, what is central to the elaboration in this research is the application of a contextual approach and field learning.

RESEARCH METHOD

This research uses a qualitative descriptive method by adopting a literature study approach, where the focus is on analyzing literature that is related to theories and is closely connected to scientific literature.[9]. The data in this research was

obtained from various relevant literature such as books, journals or scientific articles related to the research topic. The data collection process involves searching for information on books, papers, articles, journals, and the like obtained both manually and online. Manually, data is obtained from the library in the form of relevant books, theses and theses, while online data is obtained by downloading articles in the form of scientific journals from the last 10 years and e-books. The collected data is followed up with a checklist to categorize research material based on study focus, writing scheme/map, and research note format. Data analysis was carried out using the content analysis method, which means inferring the impact and meaning of the information presented[10]. To ensure the accuracy of the review process and prevent and overcome miscommunication or misunderstandings that may arise due to the lack of knowledge of the researcher or literature writer, checking and re-reading of the literature is carried out. Research reports are prepared with the principles of simplicity and convenience, selected taking into account efforts to maintain the integrity of the review process.

RESEARCH RESULTS AND DISCUSSION

Research result

The urgency of a local content curriculum is considered important because it is considered to be able to maintain local content including local languages in an area and at a certain level of education. Learning local languages at school does not just teach students the language but provides access to children's values, traditions and linguistic understanding. The succession of local language learning in the local content curriculum is reviewed in contextual learning and field learning.

Discussion

A local content curriculum can be defined as an educational program that summarizes the content and methods of delivering the material by relating it specifically to the conditions of the natural environment, social context and local cultural heritage. Apart from that, this curriculum also

covers aspects of regional development needs that are considered relevant to be taught to students[11]. The urgency of the local content curriculum is the implementation of education that is integrated with the context of the local social and cultural environment to maintain local cultural values and help Development area.

Local content of regional languages in the curriculum is not only aimed at teaching regional languages to students but in a complex manner provides access to rich local knowledge, traditions and values held in the community. In addition, teaching regional languages in the curriculum contributes to increasing students' understanding of various linguistic diversity. This can encourage the formation of an attitude of tolerance and appreciation for the variety of languages that exist in society.

One method that is considered effective in implementing local language learning is the contextual approach. This approach is a strategy that is generally used according to the context of student needs. The contextual approach is a learning concept that allows teachers to connect the material taught with students' real-world situations. This approach encourages students to form connections between the knowledge they have and its application in their daily lives[12]. In line with Nurhadi (2004) who states that contextual learning is a teacher's attempt to relate material to environmental conditions so that students can more easily gain knowledge, but he adds that this approach involves the seven main components of effective learning, namely constructivism, asking, discovering, learning communities, modeling and real assessment. or authentic assessment.

To learn the local language, in a contextual approach teachers can use real situations to teach good vocabulary, grammar and pronunciation in the local language. The constructivism component in the contextual approach emphasizes student exploration to confirm what students see, hear and learn in actual circumstances. Then proceed with thinking about and evaluating the relevance of the context. Zakaria (2016) states that there are at least 5 components in local language

learning with the application of constructivism, namely active student understanding where students receive information actively, context relevance, problem-based learning, experience-based learning, and the teacher's role as facilitator.

Apart from using constructivist components, asking questions also really supports students' success in learning local languages with a contextual approach. Students who are active in asking questions will acquire and make improvements to pronunciation, word order and meaning. Asking questions is a good strategy for improving student communication[15]. Questioning strategies are an important component in language learning. Questions asked by teachers or students can stimulate critical thinking, motivate discussion, and help students understand the material more deeply. The choice of appropriate questioning strategy depends on the learning objectives, level of difficulty of the material, and the specific needs of the students. A combination of open and closed questions can provide variety and motivate student participation in the language learning process.

In a contextual approach it is also important to pay attention to discovery or exploration. Learning languages, especially local languages which are currently not well understood by students or speakers in a community, requires implementing an exploration system. Students do not always open a dictionary or ask questions to the teacher, but students can find meaning if they involve the context of a discourse. Students can use the technique of guessing the context or paraphrasing without confirming it with a dictionary or an adult who understands better. Holidazia & Rodliyah (2020) states that in acquiring language lexical skills, especially foreign languages, requires the right strategy. One of the right strategies is to guess the word. Annas (2019) confirmed that the advantage in guessing words in the language acquisition process is that children/students tend to learn independently, enrich vocabulary naturally, and reduce dependence on dictionaries so that students/children are able to use texts globally.

On the other hand, a contextual approach also requires a learning and modeling community. A learning community means that teachers as facilitators can set students' learning models by forming discussion groups. Students must actively speak in learning. Apart from that, teachers give assignments to students to be involved in the community because the community is a valuable learning resource. Interaction in the community provides a realistic context and relevance for language learning. In addition, students can contribute actively through interaction, discussion and collaborative activities with fellow students. While the modeling review in the contextual approach to language learning refers to the teacher's strategy for providing clear and relevant examples or displays in language use. Modeling plays an important role in helping students understand and imitate the way language is used in a particular context. Tajuddin (2017) stated that there are several ways that can be done to improve language skills, but one recommendation is to listen and then imitate the language. This refers to perfection of pronunciation and closeness to context.

From the contextual strategy above, the final phase is to carry out a real assessment or authentic assessment. Authentic assessment in a contextual approach includes the use of assessment methods that reflect real situations or contexts in which students will use their language skills. Authentic assessment is an assessment in the form of a performance assessment because the assessment is carried out on students based on the results of student work in the form of practical tests, projects, portfolios.[19]. He added that he emphasized that authentic assessment is a holistic assessment because it involves assessing students' cognitive, attitudes and skills. The application of local languages in the curriculum can be assessed by looking at students' real performance in learning the local language.

Judging from the application of local languages in the local content curriculum, a strategy that is quite efficient and effective to use is field learning. Field trips can be a very effective method for learning local languages.

Field learning provides direct experience in the surrounding environment, allowing students to observe, participate and communicate in real local languages. The field trip method is a method that uses nature/the surrounding environment as a learning resource[20]. The importance of learning using the field trip method is to directly investigate the object or material being taught in the environment so that students can grasp and be close to the learning context. Language teaching such as local languages can be taught by mixing students with native speakers so that students are able to acquire, understand and provide appropriate inferences.

In applying the field trip method, especially learning local languages, several steps can be designed by the teacher and become a record of meeting students' needs. First determine the objectives of the field trip, such as expanding vocabulary, improving speaking skills, and understanding local expressions in a practical context. The second step is to determine destinations and times that are relevant to learning needs, such as historical places, local markets, and even places of worship. The third step is structured activities carried out in the field such as interviews, recording expressions and participating in local cultural activities, the fourth step is providing material guidance such as assignments that must be completed as learning missions outside of school. The fifth step is giving assignments or projects, teaching students to make observations, and the final step is carrying out post-visit reflections such as holding discussions in class about the experiences and knowledge students have gained after studying in the field. From this series of strategies, it can be concluded that applying the field trip method in learning local languages can provide a deep and contextual learning experience, enable the language in a real environment and build closer connections with the native speaker community.

CONCLUSION

The development of technology and information has really brought significant changes to our daily lives. This change can be seen from the existence of local languages

which tend to be rarely used, especially by teenagers and youth. If this continues without any anticipatory action, it is certain that local communities in certain communities will become extinct. It is hoped that the role of education can make a positive contribution in preventing the extinction of local/mother tongues. Integration of local languages into local content curricula is one potential way to maintain linguistic cultural results. Bringing local languages into the curriculum will be even more meaningful if it is adapted to appropriate learning methods as proof of seriousness in learning local languages. The confirmation of the local content teaching method for regional languages is seen from the contextual approach method and field learning (field trips). A contextual approach can involve components of constructivism, questioning, exploration, modeling, and the use of authentic assessment methods. Meanwhile, field learning is a design for interacting directly with native speakers in order to gain new experience and knowledge.

BIBLIOGRAPHY

- [1] AW Syakhrani and ML Kamil, "Culture and Culture: Reviews from Various Experts, Forms of Culture, 7 Universal Elements of Culture," *Cross-border*, vol. 5, no. 1, pp. 782–791, 2022, doi: 10.35335/kampret.v1i1.8.
- [2] D. Wenda, L. Kabanga, and MW Labobar, "The Function of Language in the Content of Preachers' Sermons in Sentani Classified City Neighborhood Congregations," *Diglossia J. Kaji. Language, Literature, and Teaching*, vol. 5, no. 4, pp. 793–806, 2022, doi: 10.30872/diglosia.v5i4.483.
- [3] L. Kabanga, "Cultural Globalization for Indigenous Papuan Students in the Current of City Development," *JISIP (Journal of Social Sciences and Education)*, vol. 5, no. 3, pp. 310–322, 2021, doi: 10.58258/jisip.v5i3.2142.
- [4] H. Tondo, "Extinction of regional languages: Causal factors and ethnolinguistic implications," *J. Masy. and culture*, vol. 11, no. 2, pp. 277–296, 2009, doi: 10.14203/jmb.v11i2.245.

- [5] GA Ibrahim, "Languages are endangered: Facts, causes, symptoms, and treatment strategies," *Linguist. Indonesia.*, vol. 29, no. 1, pp. 35–52, 2011.
- [6] DK Angraeni, "The Role of Local Content Curriculum in Preserving Regional Languages (Dayak Ngaju, Central Kalimantan)," *Satya Sastraharing J. Manaj.*, vol. 4, no. 2, pp. 1–14, 2020, doi: 110.33363/satya-sastraharing.v4i2.605.
- [7] NN Latifah, "Learning local Javanese content in implementing the 2013 Curriculum at SDN Sambiroto 01 Semarang," *J. Educator. Base*, vol. 10, no. 1, pp. 149–158, 2019, doi: 10.21009/jpd.v10i1.9571.
- [8] IK Tanu, "Teaching regional languages in schools in relation to the 2013 curriculum," *Kalangwan J. Educator. Religion, Idioms. and Literature*, vol. 8, no. 2, 2018, doi: 10.25078/klgw.v8i2.971.
- [9] Sugiyono, *Educational Research Methods Quantitative and Qualitative Approaches*. Bandung: Alfabeta, 2013.
- [10] ED Darmiyati Zuchdi and W. Afifah, *Ethnographic Content Analysis & Grounded Theory, and Hermeneutics in Research*, vol. 314. Earth Literacy, 2021.
- [11] N. Mansur, "The urgency of curriculum content local in education," *J. Ilm. Didact. Science Media. Educator. and Teaching*, vol. 13, no. 1, 2012, doi: 10.22373/jid.v13i1.465.
- [12] MS Hidayat, "Contextual Approach in Learning," *Insa. J. Thinker. Alternate. Education*, vol. 17, no. 2, 2012, doi: 10.24090/insania.v17i2.1500.
- [13] GS Nurhadi, "Contextual Learning and its Application in KBK Malang: State University of Malang," 2004.
- [14] SN Zakaria, "The impression of the constructivist approach and the traditional approach in teaching and learning the Malay language literature component (The Effectiveness of Constructivist Approach and Traditional Approach in Teaching and Learning on Malay Language Literature Compo," *J. Educator. Idioms Malay*, vol. 5, no. 2, pp. 12–21, 2016.
- [15] R. Fitri and R. Pransiska, "The advantages of the sociodrama method for improving communication skills in early childhood," *J. Educator. Tambusai*, vol. 4, no. 2, pp. 1120–1131, 2020.
- [16] R. Holidazia and RS Rodliyah, "Student strategies in learning English vocabulary," *J. Perelit. Educator.*, vol. 20, no. 1, pp. 111–120, 2020.
- [17] A. Annas, "Second Language Acquisition in Children Aged 4-5 Years at RA Manafiul Ulum Kudus," *ThufuLA J. Inov. Educator. Teacher Raudhatul Athfal*, vol. 7, no. 2, pp. 243–260, 2019.
- [18] S. Tajuddin, "Development of an Arabic Language Learning Model at Elementary School Level to Improve Students' Arabic Language Skills," *Param. J. Educator. Univ. Jakarta State*, vol. 29, no. 2, pp. 200–215, 2017, doi: 10.21009/parameter.292.08.
- [19] A. Taufik, MR Habibi, M. Gazali, and LH Ashari, "SOCIALIZATION OF INCREASING TEACHER CAPABILITY IN APPLYING AUTHENTIC ASSESSMENT IN LEARNING," *BEGAWA J. Devotion. Masy.*, vol. 1, no. 1, pp. 19–25, 2023.
- [20] H. Hasan, "Application of the field trip method in writing poetry for class X students," *J. Innovation, Eval. And Developer. Learning*, vol. 2, no. 1, pp. 27–33, 2022, doi: 10.54371/jiepp.v2i1.135.