



# MAINTENANCE OF LOCAL LANGUAGES THROUGH ASSISTANCE OF LOCAL CONTENT TEACHERS IN ELEMENTARY SCHOOL

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## *Abstract*

*One of the opportunities to strengthen the resilience of local languages is through local content subjects. The unavailability of reference standards in developing local content curricula in primary schools confuses teachers in projecting the targets to be achieved. The unavailability of the competency standard formulation has caused the field of study of local content to differ from one elementary school to another. Currently, the field of study of local content is taught by teachers who do not have special qualifications. Some teachers are appointed with religious education, sports education, art education. With this background, teachers often do not have references to representative local languages have not mastered the rules of local languages well. Under these conditions, training and mentoring efforts are needed. This service activity is carried out with a strategy starting with need assessment, FGD, curriculum formulation, teacher assistance, and monitoring and evaluation. This service aims to awaken teacher and student awareness about the importance of maintaining local languages and references in learning local content in the form of draft teaching materials.*

**Keywords:** *Defense, Local Language, Local Content Subject.*

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## **A. INTRODUCTION**

Indonesia consists of more than 3500 islands inhabited by various ethnic groups with various customs, languages, cultures, religions, beliefs, etc. Indonesia is the second country with the most local languages diversity after Papua New Guinea. Furthermore, this diversity of tribes, languages, and customs becomes a national culture supported by various noble and civilized regional cultural values, the values of identity that animate human and community behavior in all aspects of life.

In communication, language is related to culture, and language expresses cultural reality through language, facts, ideas, and events or human experiences. Local languages are part of a regional culture which is the identity of a particular area. Many local languages have experienced extinction, such as the Yaben language in South Sorong and several local languages threatened with extinction, such as the Biak language and several local languages found in Papua (Tondo: 2009). It is feared that the same thing could happen to local languages in Aceh.

Local languages in the province of Aceh are included in the Malayo-Polynesian group, which is a branch of several minor Austronesian languages (Simanjuntak: 2011). Based on the EGIDS scale, it is stated that local languages have resilience or vitality (Simanjuntak: 2011). There is a tendency to use Indonesian as a mother tongue, including heterogeneous or inter-ethnic social environments, and several other factors, contributing to the decline in the use of local languages. Several factors cause the extinction of a language as explained by Tondo in his writings, namely: the

influence of the majority language, the condition of the community with bilingual speakers, globalization, migration, inter-ethnic marriages, the disappearance of speakers, lack of respect for their ethnic language, lack of intensity of communication in local languages in Indonesia. Various domains, economic factors, and factors of Indonesian as the national language (Tondo: 2009). In addition, the desire to maintain and develop regional stories that have been published as teaching materials in local content should require serious handling (Simanjuntak: 2011).

The local content curriculum is not only oriented to bridge students with their socio-cultural order, but more than that, local content is an effort from a strong desire to maintain the local language and culture. Local content is mandated in Permendikbud No.79/2014 concerning local content in the 2013 curriculum, article 4 paragraph 1, that local content is in the form of arts and culture, crafts, physical education, sports, and health language, and technology. Local content is also regulated in Qanun No. 9 of 2015 concerning the implementation of education in Aceh; article 44 contains local languages, Aceh history, cultural customs, local wisdom, and skills education.

The implementation of local content studies varies from one school to another. In some elementary schools, local content studies are taught by memorizing short letters, writing calligraphy, and art. This happens because there is no uniformity of essential competencies, syllabus, and teaching materials to adjust local content to the teacher's qualifications. If the teacher has a religious education qualification, the local content memorizes short verses or worship practices. If the teacher has Arabic qualifications, calligraphy is taught during local hours.

The implementation of local content between one school and another in Aceh Province follows the mandate contained in the Permendikbud and Aceh Education Qanun to preserve local languages. Based on this phenomenon, uniformity of essential competencies, syllabus, and teaching materials is needed. The local content curriculum is the most likely to be used in regional defense. For this reason, this service will be carried out with the title "Retention of Local languages Through Assistance of Local Content Teachers in Elementary Schools. This community service aims to:

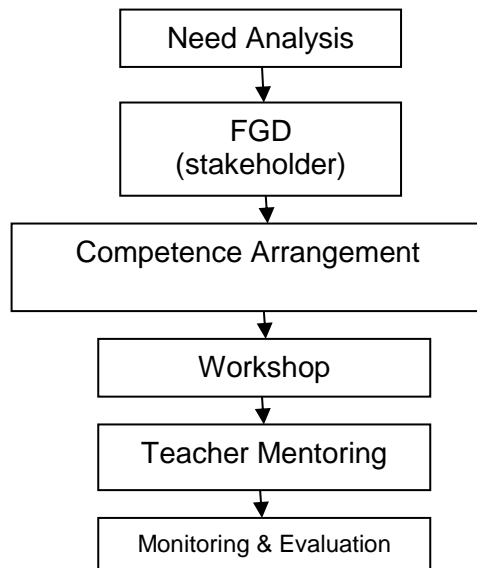
1. To strengthen the resilience of local languages through local content learning.
2. To build awareness of teachers and students on the importance of maintaining the local language

The assisted subjects of this service are teachers in local content studies in several elementary schools in Aceh Province. Based on the initial survey conducted on several teachers in local content studies, each elementary school does not yet have a teacher in the field of expertise, especially local content. So that when teaching local content, it is more likely to be directed to memorizing short letters, drawing, or sports. Under these conditions, training and mentoring efforts are needed. After the implementation of this service is carried out, the assisted conditions are expected to have significant changes, namely:

1. The realization of local language and culture resilience, with efforts to internalize it through formal education in sustainable local content studies.
2. After the service, it is hoped that the teachers in the field of study will be aware of the importance of maintaining the local language and culture, so that the local language and culture do not become extinct. Besides that, teachers are expected to master the rules and understand the local language and culture.

## B. METHODS

For this service program to be achieved, several strategies and stages must be carried out coherently and programmed manner. For more details, see the following chart:



Picture 1. Activity Plan Stages

This service program begins with a need analysis by using interview techniques related to identifying and mapping elementary school conditions. So that the service team knows the real needs and conditions of the field so that the formulation of local content that is built will be right on target and allow it to be implemented.

The next activity is a Focus Group Discussion (FGD). This FGD was conducted to discuss the findings during a need assessment with relevant stakeholders. This FGD involved elements of academics and education practitioners and testimonials from students. This FGD also brought in resource persons related to this service. The achievement of this FGD is expected to find an ideal format for local content that includes local language and culture and a draft out the line of local content teaching materials. The next stage is mentoring teachers who support local content as an effort to foster the implementation of local content learning that contains local languages and cultures. The final step is monitoring and evaluation to measure the achievement of the service program.

## C. RESULTS AND DISCUSSION

### 1. Need Analysis

This service program begins with a need assessment first using interview techniques related to identification and mapping elementary school conditions, based on a need assessment of 16 elementary schools in Aceh. The service team knows the needs and conditions in the field. There are several results of the need assessment, namely:

- a. Local Content Teachers do not have a curriculum that serves as a reference for what material should be delivered.
- b. Between one elementary school and another, the local content of learning differs
- c. Elementary schools need a uniform curriculum as a reference for local content learning.
- d. Elementary schools need teaching materials because of the difficulty of local language references
- e. Some schools already have books of local content purchased from one of the publishers, but according to the teacher, the books are nothing more than regional grammar books. From the analysis of the book team, there are indications of the results of a thesis or even a dissertation, so the book tends to be less suitable for consumption by elementary school students.
- f. There is support from the Ministry of Education and Culture of Aceh Province concerning curriculum formulation and teaching materials for local content in local languages.

## 2. Focus Group Discussion (FGD)

This FGD activity was carried out to discuss the findings during the needs assessment. From the results of this FGD it was found:

- a. Agreement on a curriculum as a standard reference with local content teachers.
- b. Agreement on the importance of textbooks and the draft outline of teaching materials for local language content.
- c. The agreement on the workshop activities invited more related elements.

## 3. Preparation of Textbook Materials.

Preparation of textbooks based on the outline agreed upon during the FGD. The team faced many obstacles, mainly related to the use of local languages in Aceh and the limited time available. This activity cites local language books and literature. This textbook uses two samples of local languages in Aceh, namely Acehese and Gayo languages. Students are presented with a reading text in the form of a discourse on a particular theme, followed by exercises to explore cognitive, affective, and psychomotor intelligence. The reading themes in the discourse of the draft textbook are related to everyday life and mostly tell about the habits and traditions of people's life in Aceh.

This textbook consists of 14 topics, namely *Lon Saboh Keluarga, tutu*, members of the body, *agam Aneuk Meutuah, Sumang, Pacuan guda, Uteun, Pancasila, Aceh Kupi, Didong, Bungong Seulanga, Kerawang Gayo, Sarak Opat* and *Depik*. The preparation of this textbook, as a whole, follows a series of processes that have been determined in the FGD activities, which experts then review, and several workshop participants are duplicated.

## 4. Workshop

This activity was attended by a teacher who teaches local content subjects, a classroom teacher, an educational psychologist, and two students as testimonies. One of the teams facilitated the core activity and continued with a book review.

The results of this workshop are as follows:

- a. Book Review, in this activity input, was obtained for the perfection of the draft of local content textbooks, regarding the layout, subject matter, and especially about local languages.
- b. There is an agreement on the local content curriculum as a competency reference for elementary school students.
- c. Many problems arise, for example, related to the absence of permanent teachers in charge of the local content subjects, so strengthening the local content subject teachers is needed. Many teachers do not know and understand the actual local language from the workshop results. The agreement results need to strengthen teachers in the form of training as a follow-up.

#### 5. Teacher Assistance

The mentoring of local content teachers should be carried out many times. However, due to the limited time, this activity was only carried out four times to identify difficulties in learning. The mentoring results are in the form of draft textbooks that can be used in teaching local content in local languages.

#### 6. Monitoring and Evaluation

This activity is carried out to evaluate the program, whether this program can run or not. The results of the evaluation are as follows:

- a. Teaching materials are still not rich in material. There are still many languages that are not following local language rules, not equipped with instructions/instructions for supporting teachers. Teaching materials have not paid attention to all students' multiple intelligences.
- b. It was found that some teachers had difficulties understanding the text, which was caused by many teachers who no longer understood the local language.
- c. It was found that students had difficulty understanding the copybook, but when they were shown the color book, they could only identify it quickly. Follow-up Research Results.

### **D. CONCLUSION AND SUGGESTIONS**

#### 1. Conclusion

The conclusions of this dedication are as follows:

- a. There is support from the Ministry of Education and Culture of Aceh Province to strengthen local language resilience through local content learning.
- b. Awareness of teachers and students on the importance of maintaining the local language,
- c. There is a reference draft in local content learning in reference materials and local language literature.

#### 2. Suggestions

- a. In the future, elementary school-based activities should be held as subjects/objects of community service.
- b. The time for the service implementation should be long enough so that the team can be more flexible in carrying out activities.

## **E. REFERENSI**

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