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# PROCEEDINGS

The 1st Sriwijaya University Learning and Education International Conference (SULE-IC) 2014 held by FKIP Unsri in Collaboration with Communication Forum for Indonesian State FKIP Deans

## Improving the Quality of Education to Strengthen the Global Competitiveness: A Response to the Current Curriculum

Presented by :

Palembang, May 16-18, 2014
Chief Editor: Hartono

Faculty of Teacher Training and Education
Sriwijaya University
South Sumatra - Indonesia

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**This Paper has been presented at**
**The 1st Sriwijaya University Learning and Education International Conference**
**"Improving the Quality of Education to Strengthen the Global Competitiveness: A Respond to the Current Curriculum"**

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**Faculty of Teacher Training and Education**
**Sriwijaya University**
**Palembang, South Sumatra, Indonesia**
**2014**

# Preface

Assalaamu'alaikum Warahmatullaahi Wabarakatuh.

First of all, we would like to say alhamdulillah, thank to Allah SWT, the most gracious and merciful, that the proceedings of the First Sriwijaya University Learning Education International Conference (SULE-IC) can successfully be completed. The conference was held on May 16-18, 2014 by the Faculty of Teacher Training and Education Sriwijaya University in collaboration with the Communication Forum (*FORKOM*) for Indonesian Deans of State Teacher Training and Education Faculties. It is an honor for us to be entrusted by the Communication Forum to organize the meeting of FORKOM and the First Sriwijaya University Learning and Education International Conference (SULE-IC). The theme of the conference was "Improving the Quality of Education to Strengthen the Global Competitiveness: A Respond to the Current Curriculum".

We are very happy and proud because we have seventh keynote speakers in their expertise and five invited speakers from five continents such as H. Alex Noerdin, Sofendi, M.A., Ph.D. from Indonesia; Prof. Dr. Maarten Dolk from the Netherlands; Prof. Dr. Bruce Waldrip from Australia; Prof. Dr. Mahzan B, Arshad from Malaysia; Mr. Eran M. Williams from the United State of America; Moses Phahlane from Republic of South Africa. We are also very happy since we have numerous participants from Indonesia, Oman, Shanghai, Malaysia, and Australia. Alhamdulillah, there were 131 papers related to language education, mathematics education, science education, early childhood and elementary education, vocational and technology education, and social studies that have been presented on the conference parallel sessions.

We are very grateful to all editors who have been dedicated to editing the articles of the proceedings. The editors are: Hartono (Sriwijaya University), Maarten Dolk (Utrecht University), Bruce Waldrip (Tasmania University), Mahzan B, Arshad (University Pendidikan Sultan Idris), Mr. Eran M. Williams (RELO, United State of America), Nurhayati, (Sriwijaya University), Ratu Ilma Indra Putri (Sriwijaya University), Ismail Petrus (Sriwijaya University), Machdalena Vianty (Sriwijaya University), Rita Hayati (Sriwijaya University), Zainal A. Naning (Sriwijaya University).

The proceedings contain as many as 131 articles. The authors of the articles came from several institutions. We hope that the proceedings would be useful not only for the authors but also the readers to get creative and innovative ideas that can improve the quality of education to strengthen the global competitiveness especially in Indonesia.

Palembang, May 2014
Chairman of the Committee,

**Prof. Dr. Zulkardi, M.I.Kom., M.Sc.**

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# LAMPUNG LANGUAGE TEACHING IN MULTIETHNIC AREAS
## (The Study of Contextual Learning)

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**Abstract**

Lampung language teaching in multiethcnic areas becomes an important issue in achieving the goal of Lampung language learning maximally. Contextual Learning strategies provide a space for teachers to be able to determine the steps of Lampung language learning that is closer to the students' real life. The learning steps starts from the teaching materials that have been specified in the recent curriculum. With seven components in contextual learning that is inquiry, constructivism, asking, modeling, learning community, reflection, and assessment which are actually the appropriate ways in delivering a Lampung language material in the classroom situations which is characterized as multiethnic(native Lampung, Mixed Lampung, and non - Lampung). From the seven components of the contextual learning, the most dominating in the achievement of its implementation is a learning society. Formulation of contextual learning strategies in Lampung language subjects becomes the main point.

**Keywords:** Lampung language teaching; multiethnic; contextual learning

## INTRODUCTION

Language - Lampung culture is one of the supporting elements of the national culture. The existence of the language and culture of the area is recognized and guaranteed by the state which is established in the Constitution of 1945, which is contained in Chapter XV, Section 32 of the culture and the explanation of Article 36 about the language. However, in line with the era of globalization, the existence of the language – culture is fading. The society increasingly shows the indication to turn away from the noble values of the culture of his/her ancestors. The indication to turn away requires an effort from various parties to maintain and developing the existence of the local language and culture. The effort was increasingly felt urgent when globalization - communications keep going on in sweeping the world. If it is not addressed wisely and carefully, the prediction results of research conducted by Gunarwan Hashim, Sociolinguistics expert from University of Indonesia, will be proven. Therefore, the institution which has integrity and committed to cultivate (society through education and training) and develop local culture languages is indispensable.

In Lampung Province, the effort to maintain the language - culture began and has been done by incorporating the Lampung language and literature into one of the subjects in school education as a local content. Through a decision of No.10229/112.L1/1990, dated March 5th, 1990, the Head Office of the Ministry of Education and Culture of Lampung province requires all schools, such as the elementary schools, junior high schools, and high school/vocational school existing in the province of Lampung - both public and private - to teach Lampung language and literacy as a local content program. The decision was re- affirmed by the Ministry of Education and Culture of Lampung province (currently Kemdiknas) through the Decree No. 2694/I.12.A/U/1994 dated 18 April 1994 about the Local Content Curriculum which makes Lampung language as one of the subjects of local

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content taught at primary and secondary levels of education, namely primary and secondary schools (Depdikbud,1996).

In addition to the decision of the head office, Mayor of Bandar Lampung, through the form letter No.430/1372/10/1991, dated August 26th, 1991, requires the students who were in the area of Kakan depdikbud Bandar Lampung to use the language actively on certain days. More broadly, the Governor of Lampung, through Regulation No.2 year 2008 about Lampung Culture Maintenance, also requires government agencies to use the Lampung language at certain times (or days) and special occasions. This is a follow up of regulation of Lampung Province No. 3 year 2004 about the Strategic Plan of Lampung Province in 2004-2009thatmakesserious effort to build the image and identity of the Lampungnese. Furthermore, recently, the Governor of Lampung added the reinforcement to his concern about the Lampung language by passing Governor Regulation No. 4 yaer 2011 about the development, enhancement, and preservation of the Lampung language and Lampung literacy.

The decisions of the local government are also strengthened by the constitutional foundation of the local language set forth in Law No.20 year 2003 about National Education System (UU SPM) Article 37 Paragraph 1, which states as follow:

> "The curriculum of primary and secondary education must include these subjects:1) religion;2)Nationallity; 3) language; 4) mathematics; 5)natural science; 6) social science; 7) arts andculture;8) pysichal dan spiritual; 9) or vocational skills ; and 10 ) the local content".

Lampung language is one of the regional languages in the archipelago. Therefore, in ideally conceptual,the language should be existed. The evidence of the language existence definitely through the regenaration of Lampung language learning both in formal and informal way. With the tendency ofthe Lampung language can be mastered actively or passively by native Lampung ethnic and the migrants. The basic thing that needs to be realized is, language is a social phenomenon that encapsulates a number of social behavior said.

The major language which is currently living in the Lampung Province is Indonesian Languageso that it gives an impact on the shifting Lampung language as the language of Lampung regency. The factor that support the shifting of Lampung language to the critical direction is the diversity of ethnic groups in the province of Lampung. Here is the number distribution of the population by ethnic groups.

**Table 1:** Total Population by Its Ethnics

| NO | ETHNIC | TOTAL |
|---|---|---|
| 1 | Javanese | 30% |
| 2 | Banten/Sundanese | 20% |
| 3 | **Lampungnese** | **16%** |
| 4 | Semendo | 12% |
| 5 | Minangkabau | 10% |
| 6 | Balinese, Batak, Bengkulu, Bugis, Cina, Ambon, Riau, dll | 12% |

Source: BPS, 1998

According to those data, the population in Lampung is amount to 6,954,925 inhabitants with Lampung ethnic population ratio is only 1.22 million inhabitants. The diversity of ethnic groups in

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Lampung is due to the massive transmigration program since 1905. Inevitably, like it or not ethn diversity has an impact on the development of ethnic languages indigenous to the area. The moveme to preserve and to live the Lampung language to the formal domain is consistently implemented. Th age of Lampung language learning in formal domains has been aged 24 years, with th implementation is not only in middle school but also at primary school level.

The consistency is in line with the development of learning strategies that follow the Lampun language curriculum couse change. These developments have changed as much as 4 times, namel 1994 Curriculum, 2001Curriculum (Competence Based Curriculum), 2006Curriculum (Education Uni Level Curriculum), and the recent curriculum which is now being implemented namel the2013Curriculum. Definitely, each of curriculums has its own characteristics for the implementatio in the classroom.

Based on the explanation above, the implementation of Lampung language as a local conte has been going on for ± 20 years. In the implementation, Lampung language learning has some obstacles. One of the obstacles is the lack of educators who are competent in the Lampung languag field. Recently, the teaching staffs of Lampung language learning who are appropriate to its scientific discipline were limited to diploma 3 (diploma - 3), the rest is not in accordance with the field o Lampung language pedagogy. Of course it has an impact on the process and the achievement of th learning outcomes. In fact, the teacher plays an important role in determining the success of learning. If the teachers are not able to do his/her role optimally, the learning will certainly not give satisfactory results. If there is a teacher who getsS-1 degree, they will be from different disciplines field, and th language mastery (passive - active) that they have may be ignored. Therefore, the learning that take place in the classroom tend to do writing practice (copying) using *Hud Lappung*, Lampung lette Speaking Lampung is a rarely done in the classroom. With these conditions, do not expect students ar willing and able to speak Lampung in certain contexts. In addition, by the reason of transmigration program, multiethnic mixing is irreversible. It impacts on, of course, the lack of the Lampung language acquisition.

In response to this, based on the analysis that the writer's done to the characteristics of eac part of the curriculum components namely learning strategy, the contextual learning reigns from generation in the Lampung language curriculum changes. There is a unique and solid contextual learning, indeed, so that the 2013curriculum still adopt contextual learning as one of the students based learning model.

**What's happening with the Contextual Approach?**

Contextual Teaching and Learning Approach or Contextual approach is defined as teachin and learning that connects classroom content with the environment (Kusuma et al., 2010:5). In othe definition, contextual learning is a study concept that helps students to link between the materia taught with the real-life situations and encourage students to make connections between the knowledge and its application in their daily lives, involving the seven major components, such a constructivism, inquiry, questioning, learning community, modeling, reflection, and the authenti assessment. (Depdiknas, 2002:5).

In this context, the students need to understand what it means to learn, what the benefits are what their status is, and how to achieve it. The teacher's role is to help in achieving the goal. It means the teacher has more dealt with strategy rather than to give information. The teacher's task is to manage the classes a team to work together to find something new with the whole participants in th

class. The something new is coming from "find it by yourself" instead of "what the teacher says" (Agustina, 2004:51). Contextual is just a learning strategy.

Learning strategies which is associated with "Contextual Teaching and Learning" is CBSA, process approach, life skills education, authentic instruction, inquiry - based learning, problem-based learning, and cooperative -learning (Sukmadinata, 2000:200). This learning strategy is used to form an active student and learning with teacher's guidance during the learning process, not an active teacher to explain the subject matter and ask the students about the level of the material mastery that has been explained.

**Lampung Language Learning in Contextual Strategy**

The strategy which is done in implementing Lampung language learning in multiethnic area and has been tested by the writer is to do the preparation stage.

***Collecting the Ethnic Students***

Before implementing the learning process, the writer captured the data in the form of ethnic students through questionnaires to the parents or guardians of the students. The data used to carry one component in the contextual approach that is learning community. The categories that the writer's madeare regarded into 3 ethnic classifications, native Lampung (Lampung parents), Lampung mixture (one of the parents is Lampung ethnic), and non - Lampung (non Lampung ethnic parents). Next, in the community, it is included one student who has native Lampung ethnic background or mixed so that there is a willing to learn each other, construct knowledge by asking questions to their friends who ethnically indigenous Lampung, and the Lampung ethnic students have a role as a model in the learning processfor each group.

**Table 2:** The Ethnic Distribution in a Class

| NO | ETHNIC | TOTAL | PERCENTAGE |
|---|---|---|---|
| 1 | Native Lampung | 6 students | 15,0% |
| 2 | Mix Lampung | 5students | 12,5% |
| 3 | Non-Lampung | 29students | 72,5% |
| | **Total** | **40** students | **100%** |

Source: Agustina, 2004

***The Strategy Selection related to the Teaching Materials***

One of the materials discussed is basic vocabulary ofthe Lampung language. The Writer draws four stages which is described in the table below.

**Table 3:** Stages Contextual Activities

| NO | STAGE | CONTEXTUAL ACTIVITIES |
|---|---|---|

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| | | |
|---|---|---|
| 1 | 1st | Record and report the names of objects in the classroom. At this stage, the studen are encouraged to practice in recognizing the objects that are close to them. Then, comes to observeby naming those objects.After that, in the group, students practi to classify the observation results into Lampung language. |
| 2 | 2nd | Record and report the names of objects outside the classroom. The students' activiti at this stage is to know and observe the objects that exist outside the classroom. T results of these observations are made into the list using the Lampunglanguage. |
| 3 | 3rd | Record and report the results of observations about the human body throug pictures. In this process, the students handed out thedrawingssheets of the huma body to be observed by each group. After that, the students make a list of imag from the observations result to be translated into the Lampung language. |
| 4 | 4th | Record and report the names of household appliances through images. At this stag the activities are just the same with the previous one. |

Source: Agustina, 2004

***Naming the Groups***

Naming the groups with the names of the figure from Lampung region, as described in the tabl below.

**Table 4:** The Lampung Figure's Names

| NO | FIGURE'S NAME | EXPLANATION |
|---|---|---|
| 1 | *Kejalo Ratu* | *Kejalo* Queenisa title given to thePrincess of *Sinar Alam* contained i Lampung folkloreen titled"The Origin of *Keratuan Melinting Jam Keratuan* White Blood Queen |
| 2 | *Pangiran Balak* | *PangiranBalak*is thename ofthe main characterinLampung folkloreen titled"The Origin of *AnekLabuanRatu*" |
| 3 | *Puterei Sina Kaco* | *Puterei SinarKaco* is one of the character names that exist in Lampun folkloreen titled"The Origin of *Karatuan Malinting Jamo Keratua* White Blood Queen". She is the adopted daughter of the *Seginde Alam*, the daughter of *Ratu Dipugung*. |
| 4 | *Radin Intan* | Radin Intan is one of the Lampung heroes contained in Lampun folkloreen titled"The Origin *Anek Labuan Ratu*" |

Source: Agustina, 2004

Giving the name of the group using the Lampung figures aims to make students feel close to th figure's names, also to know the history of Lampung through the great names these figures.

***Giving a Gift Box***

The gift box contains a sentence that shows the positive appreciation from the teachers to th students' working results. For example:

Dialect A : *"Hibat, ulih tugas kelompok kuti keliwat sikep!"*
Dialect O : *"Hebat, ulih tugas kelompok mettei beddas hellau!"*
Meaning : Great, you've done it very well!

The Contextual learning strategies in Lampung language subjects which is given i multiethnic regions is possible to optimize the achievement of the Lampung language learning in th classroom. The students can discover and explore their own knowledge, from the process of askin their friends who act as a model (with native Lampung ethnic background), then doing a reflectio together to the achievement of the learning process that has been done. In addition, the teachers ca

immediately proceed to implement the authentic assessment. The space to carry out theauthentic assessment with this strategy is very much to do.

## CONCLUSION

Contextual learning strategies conducted in Lampung language subjects is only one of many strategies that can be done by the teacher. Contextual learning gives a space to the material that is so close to be learned by the students. Moreover, it is implemented in multiethnic areas. It really helps to achieve the Lampung language learning objectives either in elementary or secondary education that is the student is able to communicate using both the Lampung language dialects A and O. The components of inquiry, constructivism, questioning, modeling, learning community, reflection, and the authentic assessment which actually is done integratedly in the delivery of teaching materials. Because of this is a strategy, the teacher definitely can vary the learning steps that can be done in such a way which is much more optimized in order to achieve the learning objectives.

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