

# Lampung Language Subjects in Various Curriculum Contexts and Learning Paradigm

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**Submission date:** 05-Mar-2023 06:48PM (UTC+0700)

**Submission ID:** 2029155721

**File name:** 288-Article\_Text-824-1-10-20220611.pdf (716.61K)

**Word count:** 5510

**Character count:** 31310



## Lampung Language Subjects in Various Curriculum Contexts and Learning Paradigm

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<http://dx.doi.org/10.47814/ijssrr.v5i6.288>

### Abstract

Lampung language as one of the subjects that are in local content taught in educational units has experienced a dynamic development. One of the components developed in the element of education is the curriculum. The curriculum is a reference for the implementation of the teaching and learning process in all educational units for all subjects. Lampung language is one of the regional languages in Indonesia and has been taught by the local government of Lampung Province since 1975. The focus of teaching the Lampung language is on linguistic elements in which there is literacy, culture, and literature. The development of the learning paradigm that is attached to each curriculum becomes a reference that every educator needs to study so that the learning mission can be achieved optimally. The research method used in this research is descriptive qualitative. The purpose of qualitative description descriptive is research that is used to examine natural objects to describe, describe, explain, explain, and answer in more detail the problems to be studied. For the Lampung language subject, the implementation has elements of specific learning and teaching principles. It consists of, the context of language learning, language skills, strategies to grow language acquisition, and language skills. So whatever the curriculum development and learning paradigm, Lampung language learning still puts forward the four principles of language learning and teaching.

**Keywords:** Lampung Language; Curriculum Development; Learning Paradigm

### Introduction

A paradigm is defined by Kuhn as a point of view, basic principles, methods, and values in solving a problem that is firmly held by a particular scientific community (Orman, 2016). In another explanation, the paradigm is an accepted example of a real scientific practice that includes propositions, theories, applications, and instrumentation which subsequently gave birth to certain traditions and



scientific research (Shan, 2020). A new paradigm will emerge when scientists encounter various phenomena that cannot be explained by existing theories, then a scientific crisis arises (Orman, 2016). The crisis was called an anomaly by Khun (González-Márquez & Toledo, 2020). So a new paradigm is formulated when there is an anomaly in the development of science.

Paradigms on the role of education, teaching, and learning are three angles that play a role and are related to each other in carrying out their functions and roles in the formal transfer of knowledge. Education is defined as the process of changing one's ignorance into understanding, ignorance into knowledge, and inability to be able to science, knowledge, and skills (Kahan, 2017). The process is filled with pedagogical knowledge so that the formulated educational goals can be achieved optimally. Teaching is oriented to the substance of the teaching material on the subjects to be delivered. Another term is material-oriented. The process that occurs is how students learn and how educators teach. Meanwhile, learning is a process of interaction between educators and students comprehensively by reflecting on the components of education and teaching.

Therefore, in the learning dimension, there are several central components involved in it so that learning can be achieved properly. These components are educators, students, teaching materials, approaches, methods, techniques, evaluations, learning media, learning strategies, and learning models. In every improvement of educational components, especially curriculum elements, the learning paradigm becomes an important element to be perfected. In other words, if the curriculum used changes, the learning paradigm will also change.

In local content learning, this also applies, meaning that the authority remains in the regions but the reference for implementation is in the provisions of the national curriculum. This is because the implementation of local content learning refers to the regulation of UU No. 22 of 1999 concerning regional government, that the implementation of regional autonomy authority is to maintain and develop local cultural identity (Rahayu, 2022).

Lampung language is one of the potential regional cultures in the archipelago. There are 718 regional languages in Indonesia which are equipped with scripts as language tools used by the ancestors. The recorded number of regional languages in Indonesia is 718 and 7 regional characters. Thus the Lampung language is included as one of the strong regional languages in terms of language ownership in the community he said between the VII century AD until the entry of the influence of Islam around 1530 AD (Sabaruddin, 2013).

For the implementation of regional language learning in local content, full authority is given to the respective regional governments throughout Indonesia (Supriyanta, 2021). The implementation is regulated in local content regulations, namely UU No 22 of 1999 about local government; UU No 20 of 2003 about the National Education system; PP No 19 of 2005 on National Education Standards; Regulation of the Minister of National Education No 42/2006 about Content Standards; Regulation of the Minister of National Education No 23/2006 about Graduate Competency Standards; Regulation of the Minister of National Education No 23/2006 and No 6/2007 about Implementation Regulation of the Minister of National Education No 22 and 23/ 2006; Regulation of the Minister of National Education No 41 of 2007 about Process Standards; Regulation of the Minister of National Education No 24 of 2007 on Standards of Facilities and Infrastructure; Regulation of the Minister of National Education No 19 of 2007 on Management Standards; Regulation of the Minister of National Education No 20 of 2007 on Educational Assessment Standards.

Furthermore, in the development of the Lampung language, it is officially included in local content subjects which are arranged regularly by the relevant education office from 1970 until now. In its implementation, from the beginning, it was taught, that the Lampung language subjects always followed the development of the learning paradigm following the nationally applicable curriculum. The national

curriculum has been recorded as having undergone 10 refinements starting from the 1947 Curriculum (*Rentjana Pelajaran*), Curriculum 1952 (*Rentjana Pelajaran Terurai*), Curriculum 1964 (*Rentjana Pendidikan*), Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Supplementary Curriculum 1999, Curriculum 2004 (*Kurikulum Bebas Kompetensi*), Curriculum 2006 (KTSP), dan Curriculum 2013.

The curriculum is defined by Oliva as planned as a guide to achieving educational goals (Gordon, Oliva, & Taylor, 2019). The elements that are planned are usually ideas, and ideas about humans or citizens are to be formed (Jarvis, 2018). The philosophical basis for curriculum development according to Oliva (Gordon et al., 2019) should refer to the 10 principles of curriculum development, namely as follows.

1. Curriculum change is unavoidable and even necessary.
2. The curriculum is a product of a continuous period.
3. Changes in the past curriculum often occur simultaneously and even overlap with changes in the current curriculum.
4. Curriculum change will occur and succeed as a result and if there is a change in people or society.
5. Curriculum development is a group collaboration activity
6. Curriculum development is a process of making choices from the available alternatives.
7. Curriculum development is an activity that will never end.
8. Curriculum development will be successful if it is carried out in a comprehensive manner, not as a separate part activity.
9. Curriculum development will be more effective if it is carried out by following a systematic process.
10. Curriculum development is carried out from the existing curriculum.

Based on the empirical facts of the development of the national curriculum, the authors feel it is important to know how the development of the learning paradigm in the local content of the Lampung language in each development of the national curriculum.

### Method

The research method used in this research is descriptive qualitative. Descriptive qualitative research is research that is used to examine natural objects to describe, describe, explain, explain, and answer in more detail the problems to be studied. This research makes human research instruments whose results are in the form of words or statements that are following the actual situation (Moleong, 2021). This approach is considered appropriate to produce an analysis of the learning paradigm in every curriculum development in Lampung language learning.

Based on the view of Bogdan and Taylor that qualitative research will produce descriptive data in the form of words, pictures, and not complex numbers. (Bogdan & Taylor, 1984). In descriptive qualitative research, there are types of library research methods. Literature study is a data collection method that is focused on obtaining data and information through written documents or photographs, pictures, and electronic documents (Onwuegbuzie, Lee, & Collins, 2010). Literature study can also be interpreted as a data collection technique by reviewing books, literature, notes, and various reports related to the problem to be solved (Nazir, 1988). Another opinion is that the literature study is theoretical, references, and other scientific literature related to the culture, values, and norms that developed in the social situation under study (Sugiyono, 2013). The following describes the flow of literature study according to Darmalaksana (Darmalaksana, 2020).

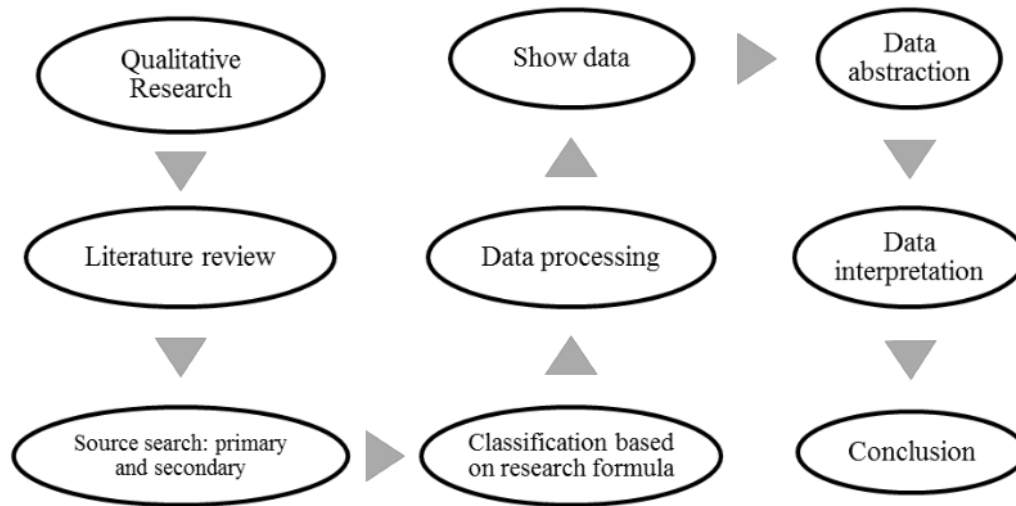


Figure 1. A scenario of Library Study Research Flow

#### **Data Sources and Research Data**

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The data sources used for this research are in the form of national curriculum documents for Indonesian and Lampung languages from 1975, 1984, 1994, 1999 supplements, 2004, 2006, and 2013 Curricula. because of the cognate field of science. Indonesian is a national language subject, Lampung language is a local content subject. The data of this research is the formulation of the learning paradigm contained in the curriculum formulation for each development.

#### **Data Collection and Data Analysis Techniques**

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The data collection technique in this research is documentation. The point is to collect curriculum documents from the 1975, 1984, 1994, 1999 supplements, 2004, 2006, and 2013 Curricula. After that, look for data about the learning paradigm based on the curriculum development used.

#### **Results and Discussion**

Based on the data that has been analyzed, the researchers mapped it into two, namely regulatory data as a legal umbrella for the implementation of local content learning, especially the Lampung-regional language, and mapping the learning paradigm contained in the curriculum used from 1975 to the present.

#### **Regional Languages in Regulatory Rules**

Regulatory, Lampung language education is regulated in central government regulations, regulations on the implementation of local content education, and local government regulations that oversee the empirical implementation of local content, especially regional languages.



Table 1. Development of Regional Government Regulations

NO	DEVELOPMENT OF LOCAL GOVERNMENT REGULATION
1	The Lampung language has been taught in schools since 1980 in public and private SMTP and SMA in the regional office of the Ministry of Education and Culture of Lampung Province (Agustina, 2011a, 2011b). This is reinforced by a circular letter from the Head of the Regional Office of the Ministry of Education and Culture of Lampung Province, Drs. Z.H. Idris on September 2, 1987, concerning Cover Letter No A1.7772/II2/M/1987 contains an appeal to know and learn regional languages and writings, legends, customs, and so on typical of the Lampung region as part of Indonesian culture. Thus, Lampung language learning at that time took shelter in the implementation of the 1984 curriculum as the field of regional language studies.
2	The issuance of Decree No. 2694/I.12.A/U/1994 dated April 18, 1994, regarding the Local Content Curriculum makes Lampung language one of the local content subjects taught at the elementary and junior high school levels.
3	Lampung Governor Regulation Number 39 of 2014 concerning Lampung Language Language Subjects as a Mandatory Local Content at the Level of Basic and Medium Education Unit. Through the Pergub, Lampung Language Learning was given to all levels of elementary, junior high, and high school education units using the educational unit or KTSP curriculum.

Regulations based on local government are further protected in regulations governing the implementation of local content education.

Table 2. Development of Regulation on Local Content

No	Development of Regulation on Local Content
1	Law No. 22 of 1999 on regional government
2	UU No 20 2003 about the National Education system
3	Bo 19 of 2005 concerning National Education Standards
4	National Education Minister Regulation No 22/2006 about Content Standards
5	National Education Minister Regulation No 23/2006 about Graduate Competency Standards
6	National Education Minister Regulation No 23/2006 and No 6/2007 on the Implementation of the Minister of National Education 22 and 23/ 2006
7	National Education Minister Regulation No 41 of 2007 concerning Process Standards
8	National Education Minister Regulation No 24 of 2007 concerning Standards for Facilities and Infrastructure
9	National Education Minister Regulation No. 19 of 2007 on Management Standards
10	National Education Minister Regulation No. 20 of 2007 concerning Educational Assessment Standards

The regulations issued by the regional government of Lampung Province are based on the provisions of national regulations governing the implementation of local language learning in schools. The series of regulations are detailed below.

Table 3. Development of Central Government Regulations

No	Development of Central Government Regulations
1	Law No. 20 of 2003 concerning the National Education System which in several articles contains the protection of regional languages. Some of them are article 1 paragraph 2 which contains state guarantees that education in Indonesia is rooted in cultural values, one of which is the local language (Indonesia, 2003a; Rahman, Naldi, & Arifin, 2021). Furthermore, article 33 paragraph 2 contains a policy that regional languages can be used as the language of instruction in the early stages of education (Indonesia, 2003a; Wibawa, 2013)
2	Implementation of Law no. 20 of 2003 concerning the National Education System contained in Article 33 paragraph 2 concerning the teaching of regional languages at the basic education level in an area adjusted to the intensity of its use in the area concerned. Furthermore, Article 37 paragraph 1 states that language study materials include Indonesian, regional languages, and foreign languages (Indonesia, 2003a; Rosyid, 2015).
3	Implementation of Law no. 20 of 2003 in the Government Regulation, namely PP no. 32 of 2013 which regulates the National Education Standards, namely Article 77A paragraph 2b which regulates the structure of the local content curriculum, which is then regulated in the technical implementation of the governor of each region (Indonesia, 2003b).
4	UU no. 24 of 2009 concerning the flag, language, and coat of arms of the state, as well as the national anthem (Nomor; Republik Indonesia, 2009). Article 42 paragraph 1 shows the protection of regional languages that local governments are obliged to develop, foster, and protect regional languages and literature to continue to fulfill their position and function in social life following the times and so that they remain part of the cultural wealth of Indonesia.
5	Presidential Regulation No. 63 of 2019 concerning the Use of the Indonesian Language (Indonesia, 2011; Nomor) article 23 paragraph 3 states that regional languages can be used as the language of instruction in elementary schools, <i>madrasah ibtidaiyah</i> , or other equivalent forms in the first and second years to support learning. In addition, Article 31 of the same Presidential Regulation also states that scientific papers can also be written in regional languages if they have a specific purpose, using Indonesian as the publication.

### Lampung Language Learning Development Paradigm

At the beginning of the analysis, the researchers mapped the position of the components of education, teaching, and learning in the local content of the Lampung language. The education component includes the regulatory system that oversees both national and local government, curriculum, facilities, and infrastructure, as well as human resources involved in improving the quality of education (teaching staff and education). Furthermore, the teaching component includes elements of the substance of the material to be taught. While the learning components include learning approaches, learning methods, learning techniques, learning models, learning strategies, learning media, learning evaluations, and learning paradigms.

Based on this mapping, the learning paradigm focuses on components related to learning. The development of the learning paradigm begins with the development of one of the components of education, namely the curriculum. Lampung language subjects, based on the data obtained, were initially taught in schools around 1975. Since 1975, local content education in the Lampung language has continued to follow the development of the national curriculum.

Therefore, the results of the analysis show that the teaching of the Lampung language has undergone the curriculum development following the development of the national curriculum starting in 1975, the 1984 curriculum, the 1994 curriculum, the 1999 supplement curriculum, the 2004 curriculum, the 2006 curriculum, and the 2013 curriculum. In this development, the most visible component of learning changes in the learning paradigm. Each curriculum has a unique learning orientation. Thus, Lampung language education has been learned for ± 47 years. The following are the results of the analysis of the development of Lampung language learning.

Table 4. Development of Lampung Language Learning Paradigm

No	Year	Lampung Language Learning Paradigm
1	1975	<ol style="list-style-type: none"> <li>1. The 1975 curriculum was developed based on a new approach, namely the integrative approach.</li> <li>2. The new approach introduced in the learning process places students as active agents in learning.</li> <li>3. With the name Active Student Learning Method (<i>CBSA</i>), students must actively seek, find, and communicate their learning outcomes and not just receive all information from the teacher.</li> <li>4. The orientation of language teaching objectives (Indonesian-regional) is more directed at the pragmatic aspects of language. It is related to the change of vision and mission from passive theoretical language teaching to a more pragmatic practice.</li> <li>5. This is reflected in the content of the language curriculum (Lampung), which in general mission is stated that the Lampung language lesson aims to make learners have broad insight and are skilled in the language.</li> </ol>
2	1984	<ol style="list-style-type: none"> <li>1. The 1984 curriculum developed a language learning paradigm in its "language" which is using language to communicate.</li> <li>2. It confirms that teaching language is teaching communication by making explicit language skills.</li> <li>3. The orientation of language teaching goals (Lampung) is more directed at communication skills or language skills that support the pragmatic aspects of language.</li> <li>4. This is reflected in the content of the language curriculum (Lampung) which generally states that Indonesian language lessons aim to make learners have broad insights and are skilled in the language.</li> </ol>
3	1994	<ol style="list-style-type: none"> <li>1. In essence, learning a language is learning to communicate.</li> <li>2. Therefore, language learning is directed at improving students' ability to communicate in language both orally and in writing.</li> <li>3. The specific objectives of teaching are presented in the components of language, understanding, and use.</li> <li>4. In the implementation of learning, the components of language, understanding, and use are presented in an integrated manner. However, in learning activities, the teacher can focus on one component.</li> </ol>
4	2004 and 2006	<ol style="list-style-type: none"> <li>1. Language learning is directed so that students are skilled at communicating.</li> <li>2. This skill is enriched by the main function of literature for refining the mind, increasing a sense of humanity and social care, growing cultural appreciation, and channeling ideas, imagination, and expression creatively and constructively, both orally and in writing.</li> </ol>





		3. Learners are trained to use language more to communicate, not to be required to master or memorize more language knowledge. 4. Contextual learning paradigm
5	2013	1. Text-based language learning. 2. Implementation of learning using a scientific approach. 3. Learners are trained to use more language to communicate. 4. Contextual learning paradigm 5. 21st Century Learning (Literacy, HOTS, PPK, 4C)

For the current implementation of Lampung language local content education, all education units refer to Lampung Governor Regulation Number 39 of 2014 concerning Lampung Language and Script Subjects as Mandatory Local Content at the Elementary and Secondary Education Unit Levels. Through the governor's regulation, Lampung language learning is provided for all levels of elementary, junior high, and high school education units using the Education Unit Level Curriculum or KTSP.

In the local content, there is a learning formula to be used as signs in the administration of Lampung language subjects at school. The signs are as follows.

- 1) Lampung language is the Lampung language adapted to its variations of customs which are used daily as a means of communication and interaction between community members from tribes or ethnic groups in areas within the Lampung Province.
- 2) The Lampung script is the Lampung script (*ka-ga-nga*), which is an orthographic system produced by the local community which includes a script and a literacy system to symbolize language.
- 3) Mandatory Local Content is a mandatory competency that is adapted to the characteristics and potential of the region, including regional advantages.
- 4) Lampung Language and Script Subjects are subject matter that contains Language, Script, Literature, and Regional Culture in Lampung.
- 5) Lampung Language and Script Subjects are taught as mandatory local content at the Elementary and Secondary Education Unit level in Lampung Province with the curriculum as contained in appendix I and Appendix II of this Governor Regulation.
- 6) Regional Regulation of Lampung Province No. 4 of 2011 concerning the Development of the Lampung Language and Script, which stipulates, among other things, that the Lampung Language and Script is taught in primary and secondary education in all regencies/cities throughout the province of Lampung.
- 7) Learning the Lampung language is directed at increasing the ability of students to communicate in the Lampung language according to the context of customs and dialects, both orally and in writing, as well as fostering an appreciation of the culture and literary works of Lampung.

Furthermore, based on the demands of the New Paradigm Curriculum in the concept of the Independent Learning Curriculum, it consists of the following.



Table 5. Seven New Things in the New Paradigm Curriculum

No	New Paradigm of Learning
1	The curriculum structure, Pancasila Student Profile (PPP) is undergoing the development of Content Standards, Process Standards, and Assessment Standards, or Curriculum Structure, Learning Outcomes (CP), Learning Principles, and Learning Assessments. In general, the New Paradigm Curriculum Structure consists of extracurricular activities in the form of face-to-face learning with teachers and project activities. In addition, each school is also given the freedom to develop additional work programs that can develop the competence of its students and the program can be adapted to the vision, mission, and resources available at the school.
2	The interesting thing about the New Paradigm Curriculum is that if in the 2013 KTSP we recognize the terms KI and KD, namely competencies that must be achieved by students after going through the learning process, then in the New Paradigm Curriculum we will be acquainted with the new term, namely Learning Outcomes (CP) which is a series of knowledge, skills, and attitudes as a unified continuous process to build a complete competence. Therefore, every learning assessment that will be developed by the teacher must refer to the learning outcomes that have been determined.
3	The implementation of the learning process with a thematic approach, which so far has only been carried out at the elementary school level, in the new curriculum is allowed to be carried out at other levels of education. Thus, at the SD level, grades IV, V, and VI do not have to use a thematic approach in learning, or in other words, schools can organize subject-based learning.
4	When viewed from the number of hours of lessons, the New Paradigm Curriculum does not stipulate the number of hours of lessons per week as has been applied in the 2013 KTSP, but the number of hours of lessons in the New Paradigm Curriculum is set annually. So that each school has the convenience of managing the implementation of learning activities. A subject may not be taught in odd semesters but will be taught in even semesters or vice versa, for example, science subjects in class VIII are only taught in odd semesters. As long as the annual lesson hours are met, it is not a problem and can be justified.
5	Schools are also given the freedom to apply collaborative learning models between subjects and make cross-subject assessments, for example in the form of a summative assessment in the form of a project or project-based assessment. In the New Paradigm Curriculum, elementary school students can do at least two project assessments in one school year. Meanwhile, SMP, SMA/and SMK students can carry out at least three project assessments in one academic year. This is aimed at strengthening the Pancasila Student Profile.
6	For Information and Communication Technology (ICT) subjects that were omitted in the 2013 KTSP, in the New Paradigm Curriculum, the ICT subject will be returned with a new name, namely Informatics, and will be taught starting at the junior high school level. For schools that do not have resources/informatics teachers, there is no need to worry about applying these subjects because these subjects do not have to be taught by teachers with an ICT/Informatics background, but can be taught by general teachers. This is because the government through the Ministry of Education, Culture, Research, and Technology has prepared Informatics learning books that are very easy to use and understand by educators and students.
7	For science and social studies subjects in Elementary School Grades IV, V, and VI which have been independent so far, in the New Paradigm Curriculum these two subjects will be taught simultaneously under the name Social Science Subjects (IPAS). This is intended so that students are better prepared to take part in separate science and social studies at the junior high school level. Meanwhile, at the high school level, specialization or majors in science, social studies, and language will be carried out again in classes XI and XII.

In the position of the latest formulation of the New Paradigm Curriculum, local content education is still given the same portion as in the 2013 Curriculum. Precisely in this formulation, there is the Pancasila Student Profile (PPP) which one of the points is about global diversity.

The explanation is that Indonesian students maintain a noble culture, locality, and identity, and keep an open mind in interacting with other cultures, thereby fostering mutual respect and the possibility of forming a positive noble culture that does not conflict with the nation's noble culture. Elements and keys of global diversity include recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity. Thus, the development of Lampung language learning can be predicted to lead to the Pancasila Student Profile.

In this regard, whatever the name of curriculum development which is dynamically constantly changing and followed by distinctive learning characteristics or learning paradigms, Lampung language learning remains focused on the principle of language learning which refers to opinions Brown (Brown, 2000). The principles of language learning include the following.

- 1) The context of language learning, includes a discussion of classroom interaction patterns, communication-based, skill-based, and interaction-based.
- 2) The concept of language skills consists of communicative competence and second language skills.
- 3) Growing Lampung language acquisition in the classroom, which includes teaching methods
- 4) language; language teaching techniques; develop grammatical and pronunciation accuracy; and language correction.
- 5) Language skills which include listening, speaking, reading, and writing.

Based on the explanation of the learning paradigm in each curriculum development, for the Lampung language subject, the learning material boils down to three components, namely language and literacy, culture, and literature. These three components represent two customs in Lampung society, namely the people of *Lampung Pepadun* and the society of *Lampung Saibatin* (Ariyani & Agustina, 2016). Furthermore based on the division of indigenous peoples, in the use of the language there are dialects which in the implementation of learning in schools, educators refer to the division of language dialect A (*Api*) and dialect O (*Nyow*).

### Conclusion

Learning the Lampung language as one of the local content subjects in the implementation of education refers to the current national curriculum. Every implementation of the curriculum that has been developed is always accompanied by the formulation of a learning paradigm. Especially for the learning paradigm, has unchanged characteristics, which are oriented towards mastering language skills that are expressed communicatively.

Thus, whatever curriculum development is implemented, Lampung language learning still boils down to the principle of language learning and teaching that focuses on students' language skills and skills.

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