



Development of Madurese Language Syllabus as Local Content in Primary Schools Based on a Content and Language Integrated Learning (CLIL) Approach

Imamah; Endry Boeriswati; Saifur Rohman

Universitas Negeri Jakarta, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v7i10.2235>

Abstract

Local languages learning as the local content requires renewal effectively, so the regional language as the cultural heritage can be preserved through to educational institutions. Based on this urgency, this research aimed to determine the procedure of developing a Madurese language syllabus as a local content based on the CLIL approach to make the learning process more effective in elementary schools. This research used research and development method which refers to the four stages of Lee and Owens (needs analysis, designing, developing and implementing and evaluating). In this research, the Madurese language syllabus based on the CLIL approach was developed and the product meet the standards based on the results of two experts (material and language) and four practitioners through test items, content, and face validity (all validators in each aspect agreed that the product was ready to be implemented in learning). Furthermore, the results of empirical validation through the student reviews in limited group trials were in the positive value (the acquisition of the percentage of each aspect gets very good interpretation), and the developed syllabus could effectively in facilitating the learning of local content of elementary school students in the district Pamekasan.

Keywords: *Syllabus; Madurese Language; Elementary School; Integrated Language Learning; Content Approach (CLIL)*

Introduction

The urgency of the cultural wealth extinction in local languages should be anticipated. the Madurese language is one of the regional languages that needs concern to bepreservation. The current position of the Madurese language is not in the top priority because people prefer to pay attention to their concern for English. Sofyan (2008) emphasizes that the insecurity of the Madurese language can be seen from the shrinkage of users of the Madurese level of turtur. The decreasin of the use of the Madurese language is expanded by the community as the biggest element of speakers who do not care about policies by competing to include children as language successors to schools that use English as the language of delivery. Based on this, schools as educational institutions have a major influence in providing language intensity in subjects (Local Content).

Learning local languages in the user community as a defense effort. Madurese as a regional language is used as local content in formal education on the island of Madura, especially in Pamekasan district. This is also stated in Perda Pamekasan No. 13 of 2006, namely learning local languages is very important to be used as learning in schools which refers to the objectives of regional regulations: 1) ensuring the continuity of use of regional languages; 2) developing regional culture as part of the national culture; 3) strengthening the position and function of language; 4) preserving local languages. It is hoped that the aid for the preservation of regional languages through school institutions will be used throughout the ages and continue to be studied in the world of education.

The challenge of learning local languages in educational institutions is not easy, including the Madurese language. Madurese language has its own characteristics in communication, education and culture, but the delivery is still rigid and the learning patterns used so far are considered very complicated and burdensome for students, so that they have not shown effectiveness (Zulela et al 2017a;2017b;2019).Changes in the learning pattern of the Madurese language as local content will be needed to help students understand the concept of Madurese culture through interactions in the classroom with local contents of the Madurese language. If the development of this learning is not realized immediately, many students will ignore the Madurese language as the nation's wealth and local wisdom that is owned by the Madurese community. Thus, the Madurese language needs to use effective and attractive approaches, especially for elementary school students to maintain the sustainability of the Madurese language from extinction.

Students need a relevant learning approach to make it easier for students to learn Madurese. Hairi expressed this hope as the principal of SDN Lawangan Daya, Pamekasan. This hope represents all the hopes of the Madurese elementary school teachers in Pamekasan. The strategic challenge of local wisdom for the sustainable use of local content in schools requires a variety of effective measures. Pornpimon (MC Pérez & Basse, 2015) revealed that the teacher's approach is more likely to be displayed in the community, and at the school level through vision fulfillment, problem solving, a strong combination of humility and professionalism, wisdom is applied to the process, and allows teachers to be very effective but stay ethical in the classroom. Another thing that is needed to make regional language learning effective, namely strengthening teacher professionalism is also important as a factor in achieving the goals of learning standards (Pornpimon, Wallapha, & Prayuth, 2014). All of the supporting elements for creating the effectiveness of Madurese language learning are rooted in instructional instructions, in this case the syllabus.

The syllabus becomes the basic reference after the publication of the curriculum. The syllabus will direct students and teachers when the learning process is taking place to suppress any obstacles to student learning, so as to create learning effectiveness. Nunan (1997) revealed a syllabus in a report based on recorded factual activities in the classroom when there is an interaction between teachers and students based on the applied curriculum. The syllabus is also used as a basic guide in every learning process because the syllabus determines the direction of the goal of the description of the learning design. The syllabus has a two-way component, namely teachers and students. The preparation of the syllabus is urgent to be realized.

Based on the descriptions that have been described, there is a need for a new formulation of local language learning oriented to the syllabus that is effective in teaching local content of the Madurese language in primary schools using a development approach that is able to explore teacher competence and facilitate students in the process. Content and Language Integrated Learning (CLIL) is a relevant approach that can fulfill this urgency. Through the CLIL approach, teachers can explore on their own to suppress the Madurese language learning which is burdensome for elementary school students.

CLIL is a learning approach that makes it easier for teachers to deliver teaching material. Coyle (2010) states that the CLIL framework is able to foster important elements in the language learning process to achieve success, including: increasing knowledge, skills, understanding content, involvement, interaction, developing suitable language, and gaining awareness. CLIL includes curriculum design and curriculum development processes typically starting from a syllabus design that contains language content and components. This development can also adjust the teaching material in the learning process. This is reinforced by Aniroh's research which shows success by testing risk management learning in language and cultural skills for international program participants. Using the CLIL approach proves that the role of the development of language teaching approaches has now included a culture in teaching second languages with approaches, some of which aim to introduce a wider cultural context.

CLIL focuses on language acquisition with the content and subjects taught. The Madurese language syllabus through the CLIL approach will be more open to Madurese culture, so that with these approach students will find it easier to understand the cultural richness of the island of Madura, especially Pamekasan. The relevant CLIL approach is given to elementary school students because this approach facilitates primary school students learning fun and meaningfully according to their stage of development. This refers to the goal that from some early age students should be given an understanding of the importance of learning local languages as an effort to preserve and maintain the Madurese language.

The development of the Madurese language syllabus through the CLIL approach is also able to facilitate the improvement of Madurese language competencies and the development of knowledge through Madurese content. The proof of the success of the CLIL approach is also emphasized (Pérez & Malagón, 2017), student work is very significant between students who use the CLIL approach and those who do not. This proves that the role of the CLIL approach has changed in students because of the new reformulation of newer work instructions, and can help students speak and write a second language easier. Based on the descriptions that have been described and the results of the needs analysis, the syllabus developed presents a novelty design for learning Madurese language that is able to adapt to the needs and ease of learning for students. More clearly, the development carried out was formulated with the title "Development of the Madurese Language Syllabus as Local Content in Elementary Schools Based on a Content and Language Integrated Learning (CLIL) Approach".

Method

The development of the Madurese language syllabus as local content in elementary schools through the CLIL approach is guided by the four stages of research and development (R & D) according to Lee and Owens (2004). The four stages are needs analysis, design, development and implementation and evaluation. The first step in this development is to conduct a needs analysis. This activity is carried out through theoretical studies from various sources, this is done to compile the principles of developing a syllabus. Needs analysis was carried out through the activity of identifying the teacher's needs for the appropriate syllabus, as well as reviewing existing syllabuses and those that have been used in schools with local Madurese language content.

The second step is designing. This step is carried out through the activity of compiling a syllabus design with the CLIL approach. The third step is to develop and implement. The development step is carried out through the preparation of the Madurese language syllabus using the CLIL approach as a whole as local content in elementary schools. The implementation phase is carried out by applying the syllabus in schools through a limited trial design and a whole group of elementary school students in Pamekasan Regency.

The fourth step is evaluation. This step is carried out using validation, including face content (material and language experts accompanied by 4 practitioners) and item validity tests (material and language experts accompanied by 4 practitioners) which are measured using a questionnaire. The criteria

for the success of the developed syllabus product must meet a minimum percentage of 80% (four out of five validators must give their approval of each aspect that becomes the assessment indicator). As for the achievement of competencies as measured in the aspect of learning success, it can be seen from the average results of the tests carried out after the overall trial must reach a minimum value of 70

Research Results

The results of the assessment and needs analysis show the data that students and teachers need a framework and implementation of a fun and meaningful Madurese local content learning process. This is intended to facilitate the learning process of the Madurese language effectively. The results of the questionnaire presented in Figure 1 make it clear that the urgency of an effective syllabus is to develop effective Madurese language learning.

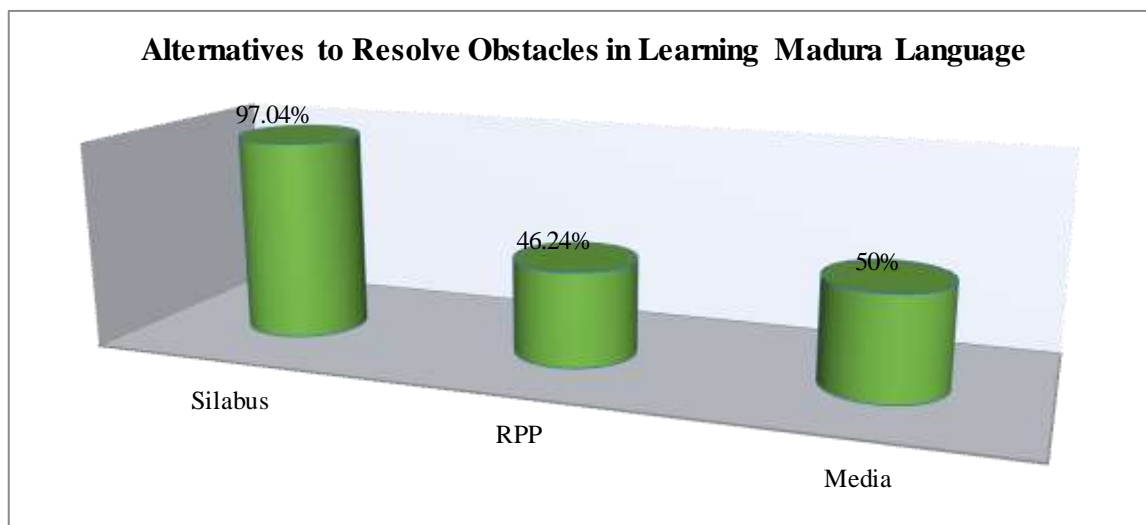


Figure 1 The percentage of Needs Analysis

The percentage of 97.04% confirms that the product needed and developed to solve the obstacles in learning the Madurese language is the development of the syllabus. This product was developed to facilitate students in learning the Madurese language, thus creating success. The completed syllabus based on the CLIL approach is designed and then fully developed. The product results were then validated as a whole by a material expert and linguist as well as four practitioners through test items, content, and face validity as well as student reviews in limited group trials. The validation results obtained through experts and practitioners in every aspect (material and language) reached a percentage of 100% with each assessment indicator being on the agreed scale and strongly agree. The results of the limited trial that were carried out reached the maximum percentage (100%), which means that the respondents gave a positive assessment of the development of the CLIL-based Madurese language syllabus. Based on the validation and review results obtained, it can be concluded that the product is valid to be implemented in learning (overall trials) to achieve competence (analytical thinking skills). As an evaluation of the implementation of the syllabus in learning, tests are carried out. The results of the tests carried out after the implementation of learning in the overall trial obtained an average of 80.52 students. The average student obtained proves that the Madurese syllabus based on the CLIL approach is effectively implemented for elementary school students.

Discussion

The procedure for developing a Madurese syllabus using the CLIL approach is based on Lee and Owens' model. Salimi, et al (2012) emphasize that research and development research is able to realize a successful effective syllabus development. This CLIL-based Madurese language syllabus was developed based on the results of the needs analysis. This is confirmed by the percentage results that 97.04% of respondents tend to choose syllabus development as an alternative solution to the obstacles to learning Madurese as local content in elementary schools. This is as Nunan (1997) states that the curriculum is the cornerstone of language learning such as learning objectives and experiences, evaluation, and the role of teacher-student relationships.

The Madura language syllabus as local content in CLIL-based elementary schools that was developed has the following novelty elements. The product of the Madura language syllabus developed is able to measure the success of learning by packaging two syllabus bases, namely communicative and text. The communicative-based syllabus in this product is highlighted through the use of the language learned during and after students master the language. The text-based syllabus is designed on this syllabus in the area of building text and an expanded set of discourses. Various parts of the syllabus have met the standard because they meet structural, situational, topic, functional, process, procedural, task, or mixed (Feez and Joyce: 2019).

The Madurese language syllabus developed is aligned with the 2013 curriculum. This syllabus still refers to content, but can be linked not only to cognitive and psychomotor aspects, but there are affective aspects in it which are presented through content, communication, cognition, and character as part of the product. The four sections describe the entire syllabus product for the local content of the Madurese language. The development of the Madurese subject syllabus as a local content developed packaged using the CLIL approach shows a positive impact. Through the CLIL approach, which is the basis for developing the Madurese language syllabus, language skills can be provided to students in a planned and effective manner through its various advantages. Coyle (2010) also explains that the CLIL approach framework is able to realize increased knowledge, skills, and understanding of learning content; involvement in related cognitive processes; interaction in the context of communication; development of appropriate language knowledge and skills; and the acquisition of a deep intercultural awareness that arises through positioning oneself and others.

All instruments evaluating the syllabus product are prepared according to the procedure. The assessment instrument prepared is in the form of statements that will be presented in the questionnaire. These statements must be able to evaluate the material and language aspects of the syllabus being developed. All aspects that are indicators of the assessment are expected to be able to make the syllabus developed valid and meet all the required product success indicators. All validation results reached a percentage of 100% (all validators stated their approval of the syllabus being developed). The material aspects and language aspects which are the aspects of the assessment are in good and very good criteria.

The results of the limited trial also reached the maximum percentage, which means that students gave a positive assessment of the development of the syllabus developed through an effective learning process. Statements related to students' enthusiasm for the implementation of Madurese language learning reached a percentage of 100%. This percentage proves that learning is fun and interesting, thus facilitating the success of learning Madurese as a local content. The enthusiastic aspect of carrying out learning through the preparation of the syllabus is illustrated by the percentage results obtained from the results of student empirical validation, namely that 100% of students find it easy to carry out activities that are oriented towards fulfilling the indicators of learning success as an effort to preserve cultural heritage through language.

The test results after implementing learning in the overall trial obtained an average of 80.52 students. The average student obtained proves that the developed syllabus is capable of realizing the success of learning as well as the objectives of the research as well as being able to pass down a culture of understanding and using the Madurese language through educational institutions. This is also in line with what Basari (2014) states that the existence of local content learning is able to facilitate students to become familiar with their environment and avoid alienation from their own environment, fostering student awareness to have superior character that reflects noble values that have been passed on sustainably. All of the positive impacts described prove that the process is achieved as well

Conclusion

First, the procedure of developing a Madurese language syllabus as local content in elementary schools based on the CLIL approach is declared to meet the standard / valid by three experts (material and language) and four practitioners (five of all validators on each aspect or 100% of the validators agree on the product. The syllabus developed to be implemented in learning) as well as reviews in limited group trials of the syllabus developed were positive (the percentage of each aspect was in very good interpretation). The success and effectiveness of learning the Madurese language meet the standards, this can be seen from the average value of the test results after learning in the whole group trial is 80.52.

References

- Basari, A. *Penguatan Kurikulum Muatan Lokal Dalam Pembelajaran Di Sekolah Dasar* (Seminar Nasional 2014) <file:///172162-ID-penguatan-kurikulum-muatan-lokal-dalam-p.pdf> akses 12/04/2018 jam 13.04
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- Feez, S. & Joyce, H. (2002). *Text-Based Syllabus Design*. Sydney: National Centre for English Language Teaching and Research Macquarie University.
- Lee, W. & Owens, D. L. (2004). *Multimedia-based instructional design: computer-based training, web-based training, distance broadcast training, performance-based solutions second edition*. San Fransisco: Pfeiffer.
- Nunan, D. (1997). *Syllabus Design*. Oxford: Oxford University Press.
- Perda Pamekasan Nomor 13 tahun 2006 tentang *Sistem Penyelenggaraan Pendidikan*.
- Pérez, M. C., & Basse, R. (2015). Analysing Errors of CLIL and non-CLIL Primary School Students in their Written and Oral Productions: A Comparative Study. *Procedia - Social and Behavioral Sciences*, 173, 11–17. <https://doi.org/10.1016/j.sbspro.2015.02.023>
- Zulela, M. S., & Rachmatullah, R. (2019, January). Constructivism approach in learning to write narrative at elementary school. In *1st International Conference on Innovation in Education (ICoIE 2018)*. Atlantis Press.
- Zulela, M. S., Rachmatullah, R., & Siregar, Y. E. Y. (2017). Strategi Guru Meningkatkan Pemahaman Bacaan Melalui Pendekatan Savi Pada Siswa Kelas V Sekolah Dasar. *Jurnal Pendidikan Dasar*, 8(1).

Zulela, M., Siregar, Y. E. Y., Rachmadtullah, R., & Warhdani, P. A. (2017). Keterampilan Menulis Narasi Melalui Pendekatan Konstruktivisme di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 8(2), 112-123.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).