

LOCAL CONTENT OF PRIMARY SCHOOL ENGLISH AS A MEANS OF PRESERVING AND DEVELOPING REGIONAL ADVANTAGES AND WISDOM OF THE BANYUWANGI REGION

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Abstract

This research is a study of students' workbook in 41 elementary School in Banyuwangi City. The study was limited in used topic in each chapter, from the 1st grade to the 6th grade of elementary school. The decree of ministry of education and culture number 79, 2014 used as parameter of this study. The result indicated that from 6 different levels of workbook that is used by the students from 41 elementary schools, none of them took local uniqueness as their topic in workbooks. It also found that from 41 English teachers in 41 schools, researcher chose 20 teachers as data sampling to be observed. Found that most teachers never develop the topic in the workbooks, they used workbooks as what they are. Multicultural in Banyuwangi do not make teachers aware to promote it to their students

Keywords: English Mulok Workbook, Local Wisdom, Permendikbud No. 79 of 2014

INTRODUCTION

The application of English as a local content in elementary schools began with the Decree of the Ministry of Education and Culture of the Republic of Indonesia No. 0487/1992, Chapter VIII, which states that primary schools can add subjects to their curriculum, provided that these subjects do not conflict with the objectives of national education. This policy was followed by the Decree of the Minister of Education and Culture No. 060/U/1993 regarding the possibility of making English as a local content subject for elementary school starting from grade 4 of elementary school.

Furthermore, followed by Permendiknas No. 22-23/2006 concerning Content Standards and Graduate Competency Standards, states that English language learning at the elementary/MI level is directed to develop reading, writing, speaking and listening skills so that graduates are able to communicate and discourse in English at the level of performative literacy.

In 2014, the guidelines for the development of local content, namely Permendikbud number 18A of 2013 were revoked and then replaced with Permendikbud number 79 of 2014 concerning Local Content for the 2013 curriculum. This policy is not specifically for elementary schools but also junior high schools/MTs, SMA/MA, SMK. It is clearly stated that one of the local content is Language, but it is not specifically stated which language is allowed to be used as local content. Thus, in understanding the local content for elementary schools,

the organizing institution or school is given the freedom to choose the language that is applied, as long as it follows the stages that have been determined in the Permendikbud.

The above explanation reflects the development of the curriculum that has occurred so far as a portrait of the government's efforts in determining and developing the form of curriculum in primary and secondary education, or the government's confusion in directing where this education will be taken. More specifically is the application of English Mulok in Elementary Schools. At first, the government was very aggressive by directing English language learning. elementary school level at the performative literacy level until finally the school or district government is given the freedom to determine Mulok subjects.

Banyuwangi, which has also applied English in elementary schools since 2001 as a mulok, until now still applies English as Local Content. This is in line with the Regional Government's program that makes Banyuwangi a tourist destination area as stated in the Banyuwangi Regency Regulation Number 13 of 2012 concerning the Tourism Master Plan.

In order to support the Banyuwangi Regency Regulation Number 13 of 2012 concerning the Tourism Master Plan. The development of Banyuwangi district into a tourist destination does not only rely on natural resources, culture and art, but also requires support from human resource development. So, one of the efforts is to teach Foreign Languages from an Early Age, starting at the Elementary School level.

With the Regional Regulation, it is important and reasonable that the local content of English is taught at the elementary school level because this is also supported by the Minister of Education and Culture number 79 concerning local content in the scope of the implementation of Mulok, the third point is said to increase English proficiency for the needs of students and to support the development of regional potential, such as tourism potential;

Permendikbud No. 79 of 2014 explains that local content is a study material or subject in an educational unit that contains content and learning processes about local potential and uniqueness which is intended to form students' understanding of excellence and wisdom in their area of residence.

Then, it is clarified again in article 2 point 2, namely that local content is taught with the aim of equipping students with the attitudes, knowledge, and skills necessary to: a) know and love the natural, social, cultural and spiritual environment in their area; and b) preserving and developing regional excellence and wisdom that are useful for themselves and their environment in order to support national development.

The importance of English as a supporting factor in the development of regional potential, especially tourism, must also pay attention to the material provided must be in accordance with the development of students, teachers' abilities and infrastructure.

In accordance with the provisions of the Minister of Education and Culture, at least English can be a means of identifying students about the culture and local wisdom that their region has from an early age, in addition to a tool for the preservation of Banyuwangi's native culture and art.

On the other hand, the application of English in elementary school the material provided must be in accordance with the ability and development of students. "The younger the better" (Long, 1990) is widely used in the context of learning a second/foreign language to show that if we want to achieve perfection in learning a language, we must start at the age before puberty (Sudjana, 2011). According to this opinion, learning a foreign language or a second language at an early age is still possible, and can even get perfect results.

However, Sudjana argues that in relation to teaching English in elementary schools in Indonesia, the success rate of learning the language will depend heavily on teaching planning (syllabus, materials) and implementation in the field such as the ability of teachers to interact in the classroom, facilities, and classroom settings. Furthermore, he added that obstacles that may be faced in the implementation of English in elementary schools can be sourced from, learning objectives, materials, classroom settings, teachers, methods.

This becomes interesting when local content regulations have been issued as the basis for determining the implementation of local content in schools, but in the field it cannot be fully implemented as simply as planned. This research was conducted to see and understand the extent to which the material presented in the English learning textbook in elementary school has met the requirements or raised local wisdom and potential as a discussion material in the introduction of English in elementary school.

Theoretical Foundations

The Wisdom of the Banyuwangi Region

Banyuwangi Festival (B-Fest) which is held throughout the year, is a form of effort to preserve the culture and wisdom of the original Banyuwangi region, besides that this B-fest is also an event to foster community creativity. The festival, which is held annually and lasts throughout the year, has entered 2017 with the development of a different festival than the previous year. Like in 2017, in addition to scheduling major events that have become regional icons, such as tour de ijen, Banyuwangi Ethno Carnival, Gandrung sewu Festival, Banyuwangi Jazz Festival, and jazz ijen also held new events such as Sail Yacht Festival, and bamboo festival.

A number of events that have been scheduled throughout 2017,



Banyuwangi Festival (B-Fest) Schedule in 2017

Language and Society

Banyuwangi has differences from other areas in East Java, because the people, culture and native language of Banyuwangi are different from the Javanese people. The original tribe of Banyuwangi is the Using Tribe and the Native Language is the Using Language.

The Using language has differences with the Javanese language, although there are some words that have similar meanings with the Javanese language. However, the Using language is still a separate Using language from the Javanese language. As the Banyuwangi Indigenous tribe, the Using community strongly upholds the preservation of nature and the environment, this is reflected in the culture and customary customs that apply in the using community.

However, the original culture and arts of Banyuwangi began to fade and were less in demand by the younger generation, so the importance of preserving nature, art and the original culture of the Using Community became one of the priorities of the 2016-2021 Medium-Term Development Plan, as well as promoting ecotourism in the Banyuwangi Regency area.

Local content Primary School English

Material

Local content which is a study material or subject in an educational unit that contains content and learning process about local potential and potential which is intended to form students' understanding of excellence and wisdom in the area where they live. So, the discussion material presented or given must be raised as cultural arts and the potential of the surrounding or local area.

According to the definition above, the discussion material delivered to students must be about the wisdom of the region and the potential of the surrounding area, so that the use of the discussion object will be more varied because it will be supported by examples of surrounding circumstances that students are already familiar with.

Student Development

Government regulations stipulate that the material presented in local content must be in accordance with the development of students. In this case it is elementary school students. The suitability of learning materials is also a determinant of the success of the learning process. In linguistics, the level of students in learning Foreign Languages is divided into the following:

1. Pre-Production

At this level, students are completely new to English. Students at this level will absorb more new languages and try to meet their needs to learn a foreign language. Language skills such as speaking, writing, listening, and writing at a level that is developing or developed because students at this level will receive and absorb more material, this phase is called the "silent period".

At this level students will be more:

- Follow simple commands
- Pointing and responding with body movements
- Simple phrases such as yes, no, thank you, or name

Teachers should:

- Simplify the sentence, or speech
- Giving signals in motion
- Point
- Plays

- Frequent – frequent repetition
- Exemplify and demonstrate

2. Early production

Once students are able to receive messages or commands that can be understood in English, they will begin to answer or respond to them in the form of one or two sentences or simple expressions. In order for them to be more courageous in speaking they should be given the opportunity to speak in English in situations that are not too forced. Teachers should remember that they are doing exercises or practicing speaking in English. Errors in grammar or pronunciation will occur often but do not immediately blame or correct. The teacher needs to give an example of how is right.

3. Speech emergence

Language pronunciation or language delivery by students at this level is already in the form of phrases and sentences. Students began to use the new language to communicate freely with each other. Students at this level succeed in the material in this class when they have used the correct delivery. In order to provide material content that is easy for students to understand, teachers must start teaching by providing new concepts by using better and interesting material arrangements to discuss. Teachers should try to

4. Intermediate fluency

At the intermediate fluency level or level, students may be able to demonstrate language skills like native speakers in everyday conversation. However, they still encounter difficulties in understanding the language at a level that requires a high level of literacy.

Students and teachers at this level should keep in mind that:

- a) They must help students to continue to grow intellectually by using new concepts.
- b) They must show support for the development of the level of understanding in reading and writing skills

This can be done by providing experience based on the literacy content standards that have been set or needed.

5. Advanced language proficiency

Students at this level can participate in a Foreign Language class with native speakers at the same or equivalent age level. Typical activities of students and teachers according to the level of Language development are summarized as follows:

STAGE/LEVEL	EXAMPLES OF STUDENT ACTIVITIES	AN EXAMPLE OF A TEACHER'S ACTIVITY
Pre-production	Pointing or responding with a nonverbal response Active listening	Sign Language Mastery is more about meaning and improving vocabulary
Early production	Responding to commands Respond with a single word Short phrases	Repetition Ask a question with a yes/no answer The response model is directly justified or directed

Speech emergence	Engage in small group activities Displaying or demonstrating their understanding in a variety of different ways of delivering	Focus on content Take frequent tests or comprehension tests Use language performance assessments Use a broader vocabulary Ask questions that stimulate students to speak.
Intermediate fluency	Engage in reading and writing activities to get information	Use content- based material concept development

Based on the above explanation, students in grades 1 to 6 of elementary school are students with a level of language understanding still in Pre-Production.

Permendikbud No. 79 of 2014

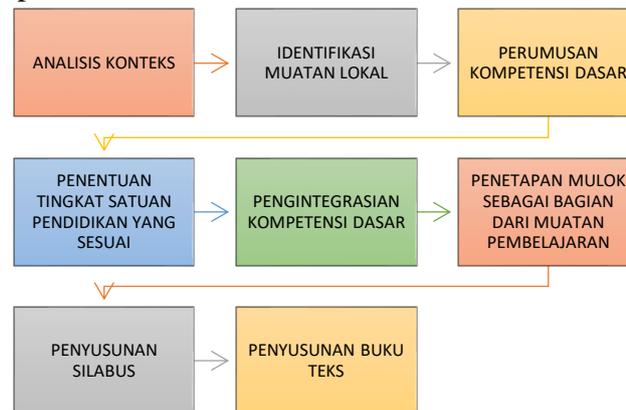
Local content, which was previously regulated in Permendikbud No. 81 A of 2013 concerning the implementation of the curriculum, regulates how the local content is applied. Then one year later, Permendikbud No. 79 concerning Local Content was issued in 2014.

This means that Permendikbud 81A is revoked

In Permendikbud number 79 of 2014 it is regulated:

- 1) The principles of local load development are:
 - a. Compatibility with the development of students;
 - b. Integrity of competence;
 - c. Flexibility of type, form and timing of implementation; and
 - d. Usefulness for the national interest and to meet global challenges.
- 2) Local content can include:
 - a. Cultural arts;
 - b. Stuttgart
 - c. Physical education, sports and health
 - d. Language, and/or
 - e. Technology
- 3) The learning content related to local content is in the form of study materials on the local excellence and wisdom of the area where they live.
- 4) The local payload document consists of
 - a. Basic competencies;
 - b. Syllabus; and
 - c. Textbooks.
- 5) The local content is developed in stages:
 - a. Analysis of the natural, social, and/or cultural environmental context;
 - b. Identification of local loads;
 - c. Formulation of basic competencies for each local content;

- d. Determination of the appropriate level of educational unit for each basic competency;
- e. Integrating basic competencies into the learning content or becoming a stand-alone subject;
- f. Determination of local content as part of the learning content or as a stand-alone subject
- g. Preparation of the syllabus; and
- h. Preparation of lesson textbooks.



Stages of local content development

RESEARCH METHODS

This research is an exploratory study with an explanatory descriptive approach. The main focus of the research is to examine the application of English Mulok in Elementary School by digging up information broadly, comprehensively and in-depth related to the application of English Mulok, especially in the textbooks used by students and how to deliver it.

The data collection used in this study is by conducting 1) documentation studies in this case the Student Workbook, 2) Observation.

RESULTS AND DISCUSSION

Results

This research is 1 initial stage of a multiyear research for 3 years, this research has been carried out since November 2016, at the initial stage of this research is the identification of local English content workbooks in Banyuwangi City.

Banyuwangi city district has 41 elementary schools with the following list:

No.	NPSN	Name of the Education Unit	Address	Neighborhoods	region
1	20570782	SD AL IRSYAD	Jln. Basuki Rahmat 79	Singotrunan	3
2	20554927	SD ISLAM AL KHAIRIYAH	Copyright © 2019 Captain Ilyas. All Rights Reserved.	Singonegaran	3
3	69948187	AL USWAH INTEGRATED ISLAMIC ELEMENTARY SCHOOL 2	Copyright © 2019 Copyright © 2019 Copyright © 2019 Copyright Beran	Stuttgart	4
4	20526029	SD K PETRA BANYUWANGI	Jalan Letjen Sutoyo No.38	Organisation	4

5	20526062	SD K SANTA MARIA	Jalan Attorney General Suprpto 84	Organisation	4
6	69864279	SD LAZUARDI TURSINA BANYUWANGI	Copyright © 2019 Borobudur Hotels. All Rights Reserved.	Tamanbaru	4
7	20526035	SD MUHAMMADIYAH 2 DUREN	Jalan Kutilang No7	Pakis	1
8	20526030	SD MUHAMMADIYAH I	Jl. Attorney General Suprpto 60	Organisation	4
9	20526486	SD NEGERI 1 KARANGREJO	Copyright © 2019 Tombro Fish Hotels. All Rights Reserved.	Karangrejo	2
10	20526507	SD NEGERI 1 KERTOSARI	Copyright © 2019 Shark Tank Road. All Rights Reserved.	Kertosari	1
11	20526526	SD NEGERI 1 LATENG	Copyright © 2019 Copyright © 2019 Copyright © 2019 Copyright © 201	Lateng	2
12	20526641	SD NEGERI 1 PAKIS	Copyright © 2019 Copyright © 2019 All Rights Reserved. All rights reserved.	Pakis	1
13	20526633	SD NEGERI 1 PANDEREJO	Copyright © 2019 Kyai Saleh. All Rights Reserved.	Panderejo	4
14	20526628	SD NEGERI 1 ORGANIZATION	Copyright © 2019 Copyright © 2019 Copyright ?	Organisation	4
15	20526576	SD NEGERI 1 SINGONEGARAN	Jalan Lieutenant Colonel Istiqlah No. 44	Singonegaran	2
16	20526588	SD NEGERI 1 SINGOTRUNAN	Copyright © 2019 Tidar Hotels. All Rights Reserved.	Singotrunan	3
17	20526604	SD NEGERI 1 CARPENTER	Jalan Imam Bonjol No.39	Carpenter	1
18	20526448	SD NEGERI 2 KARANGREJO	Copyright © 2019 Whale Watch. All Rights Reserved.	Karangrejo	1
19	20526460	SD NEGERI 2 KERTOSARI	Arowana Fish Street No32	Kertosari	1
20	20526466	SD NEGERI 2 PAKIS	Copyright © 2019 Copyright © 2019 Copyright © 2019	Pakis	1
21	20526403	SD NEGERI 2 ORGANIZATION	Copyright © 2019 Prambanan Hotels. All Rights Reserved.	Organisation	4
22	20526432	SD NEGERI 2 SINGOTRUNAN	Copyright © 2019 Sindoro Hotels. All Rights Reserved.	Singotrunan	3

23	20525427	STATE ELEMENTARY 2 CARPENTER	Copyright © 2019 Colonel Sugiono Hotels. All Rights Reserved.	Carpenter	2
24	20525499	SD NEGERI 3 KARANG REJO	Whale Fish 23	Karangrejo	1
25	20525520	SD NEGERI 3 LATENG	Copyright © 2019 Karimunjava. All Rights Reserved.	Lateng	2
26	20525528	SD NEGERI 3 PANDEREJO	Copyright © 2019 Bengawan Hotels. All Rights Reserved.	Panderejo	4
27	20525441	SD NEGERI 3 SINGOTRUNAN	Jl. Ijen 46	Singotrunan	3
28	20525172	SD NEGERI 4 KARANGREJO	Jln. Ikan Waderpari 49	Karangrejo	1
29	20525193	SD NEGERI 4 ORGANIZATION	Copyright © 2019 All Rights Reserved. All rights reserved.	Organisation	1
30	20525202	SD NEGERI 4 SINGOTRUNAN	Mt. Ijen 50	Singotrunan	3
31	20525292	SD NEGERI 5 LATENG	Copyright © 2019 All Rights Reserved. All rights reserved.	Lateng	2
32	20525906	KAMPUNG MANDAR STATE ELEMENTARY SCHOOL	Copyright © 2019 Copyright © 2019 Copyright © 2019	Mandar Village	3
33	20526323	KAMPUNG MELAYU STATE ELEMENTARY SCHOOL	Copyright © 2019 All Rights Reserved. All rights reserved.	Kampung Melayu	3
34	20526489	KEBALENAN STATE ELEMENTARY SCHOOL	Copyright © 2019 Airlangga. All Rights Reserved.	Stuttgart	4
35	20526506	KEPATIHAN STATE ELEMENTARY SCHOOL	Veteran 7-11	Stuttgart	2
36	20525907	BANYUWANGI MODEL STATE ELEMENTARY SCHOOL	Copyright © 2019 Copyright © 2019 All Rights Reserved. All rights reserved.	Carpenter	1
37	20555431	STATE ELEMENTARY SCHOOL	Jalan Tidar No67	Wedding	3
38	20525829	SD NEGERI SOBO	Jl. Ikan Layur 23	Room	1

39	20525841	SUMBEREJO STATE ELEMENTARY SCHOOL	Jln. Letjen S. Parman No. 36	Sumberrejo	2
40	20526598	TAMANBARU STATE ELEMENTARY SCHOOL	Jalan Mojopahit No78	Tamanbaru	2
41	20525843	TEMANGGUNGAN STATE ELEMENTARY SCHOOL	Jalan Jogopati No49	Stuttgart	2

Table 1.1 Schools and addresses

All of these schools have applied English since grade 1, but of the 41 schools registered, the researcher conducted observations or observations of schools in 20 schools. The first is the observation of the English class, then the analysis of the student workbooks used.

Because the 41 elementary schools in Banyuwangi have been members of the English KKG (Teacher Creativity Group), the workbooks used have similarities or uniforms. So, it is enough to use 1 school sampling to analyze the student workbook. Collected 6 levels of English Mapel student workbooks ranging from grade 1 to grade 6 elementary school. The results of the analysis are as follows:

a) Student Workbook Identification

<i>Workbook Title</i>	<i>Year of publication/Publisher</i>	<i>Book Type/For Class</i>	<i>Jml Chapters/pages</i>	<i>Local Wisdom Raised</i>
<i>Sekar</i>	2016/CV. Graha Pustaka	Workbook/I	4/63	None
<i>Sekar</i>	2016/CV. Graha Pustaka	Workbook/II	4/63	None
<i>Sekar</i>	2016/CV. Graha Pustaka	Workbook/III	4/63	None
<i>Sekar</i>	2016/CV. Graha Pustaka	Workbook/IV	4/63	None
<i>Sekar</i>	2016/CV. Graha Pustaka	Workbook/V	4/63	None
<i>Sekar</i>	2016/CV. Graha Pustaka	Workbook/VI	4/63	None

b) Based on the identification in the table above, the workbooks used by students in the local content of English in the city of Banyuwangi do not touch or raise the topic of regional wisdom in Banyuwangi.

c) Based on the identification of the material presented is as follows:

Elementary School students 1 to 6 have a language level at the pre-production level, this is based on the results of field observations in 20 schools from 41 schools in the city of Banyuwangi. So that the recommended activities and materials are:

<i>Student</i>	<i>Teacher</i>
<ul style="list-style-type: none"> <i>Pointing or responding with a nonverbal response</i> 	<ul style="list-style-type: none"> Sign

- *Active listening*
 - *Responding to commands*
- Giving Language Mastery more meaning and vocabulary improvement
 - Frequent Repetitions

It can be seen that the Workbook used from grade 1 to grade 6 has the following activities:

<i>Content</i>	<i>Activities</i>
<i>Apperception</i>	Key Materials
<i>Students exercise</i>	Exercise
<i>Homework</i>	Homework
<i>Character assessment</i>	Character Assessment
<i>Students' activity</i>	Speaking Listening Reading Writing
<i>Let's guess it</i>	Game
<i>Daily exercise</i>	Exercise
<i>Remedial test</i>	Exercises for Improvement
<i>Enrichment</i>	Additional training

d) The reference to the English Mapel student workbook in Permendikbud Number 79 of 2014 still needs to be improved so that it is concisely presented in the following table:

Permendikbud Student workbook

<i>Material</i>	
<i>Introduction to the natural, social, cultural and spiritual environment of the region/local</i>	None
<i>Suitability with student development</i>	not in accordance with the development of students and is too high, the majority of activities are in the form of writing
<i>Integrity of Competence</i>	The integrity of the mastery of the competencies that are used as learning targets is not clear, among the skill formulations that are proposed are more likely to end up in writing activities.
<i>Document summary</i>	
<i>Basic competencies</i>	The formulation of basic competencies is not from the Regency/City Government.
<i>Syllabus</i>	-
<i>Textbooks</i>	-

CONCLUSION

Based on the identification that has been carried out, learning elementary school English as a means of preserving and developing regional excellence and regional wisdom is still not fully running well.

Improvements need to be made, especially in the arrangement of materials and English workbooks or textbooks that raise regional wisdom as a topic of discussion in the workbook.

In addition, it is necessary to develop a learning approach method that is more accepted by students.

The Substitution Drill method is the right method for learning English at the elementary school level, so the researcher suggests:

1. Formulation of core competencies of local English content at all levels of education units by the Regional Government, by forming a Curriculum team at the district level.
2. Uniformity of the syllabus and adjustment of the level of material in accordance with student development.
3. Socialization of the Minister of Education and Culture No. 79 concerning the Local Content of the 2013 Curriculum.
4. Development of professionalism of English teachers.

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