



Revitalizing Local Language Curriculum and Its Implementation

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Abstract. The revitalization of the local language curriculum needs to be carried out as a form of adaptation to the times. The increasingly strong educational challenges require strategies to overcome them, especially the local language curriculum that is relevant to national and regional education goals in order to preserve the values of local wisdom as a reinforcement of national identity and identity. In line with this, with the declaration of the *Merdeka Belajar* curriculum program, education units need to adapt, carry out strategies in maintaining and preserving regional languages effectively and efficiently through learning. This study aims to describe the importance of revitalizing regional languages and their implementation in the *Merdeka Belajar* program. The method used is descriptive qualitative with literature study method. The results obtained are in the form of the essence of revitalizing the local language curriculum by considering needs analysis, situation analysis, learning design and objectives, and material design relevant to the objectives of the Merdeka Learning program.

Keywords: revitalization · curriculum · regional language · independent learning

1 Introduction

According to Johann F. Herbart in Kenklies, there is no teaching activity without having an educational goal. Moral education is the essence of education, therefore every lesson aims to cultivate reason. For him, education means character development with the aim of improving humans. Teaching is a form of symbolizing the world, so that it can convey new knowledge and develop talents possessed [1]. Values, morals, and aesthetics are the main entities that need to be developed today in this era of degradation. Therefore, teaching theory and curriculum began to prioritize aspects of value. This can be influenced by several variables, including the subjects taught, the level of Education, as well as the flexibility of a curriculum to meet student needs through various modes of delivery, activities, and assessment.

The local language curriculum (Javanese and Madurese) which was previously regulated in East Java Governor Regulation number 19 of 2014 has been running for almost ten years. This means that adaptation and even revitalization are needed according to

current needs. The local language curriculum in the 2013 curriculum for local content subjects accommodates elementary, middle, and high school levels. The 2013 curriculum for local languages in East Java puts forward: 1) cultivating ethical, moral, spiritual and character education, 2) preserving and developing regional languages and literature, 3) local wisdom and values as the basis for learning local languages. 4) active and innovative learning design.

Local languages have a strategic role in shaping the character, manners, and ethics of students. The strategic role is obtained from various sources in the field of language learning, literature, and local culture. The development of local language curricula (Javanese and Madurese) requires strong support from various elements such as the community, stakeholders, university elements, and teachers.

Teachers have a central role in curriculum development and implementation of learning. The application of *Merdeka Belajar* can be done effectively and collaboratively. Curriculum development can be done by compiling, arranging materials, textbooks to be used. Teachers have a big role in developing curriculum according to the needs of students [2].

The current curriculum change is considered a strategic step in achieving educational goals in preparing a generation that is superior, intelligent, creative, and has character in harmony with national values. The idea of the *Merdeka Belajar* curriculum is in line with Ki Hadjar Dewantara's thoughts on education by paying attention to the harmony of taste, creativity, and intention [3]. Curriculum change is an effort to find the right curriculum design. Based on what McPhail has said, in the past curriculum content was more based on academic subjects. Subjects developed based on their respective disciplines are contextualized in teaching in schools. Mathematics and science subjects are more vertical and more structured. Language and art subjects are more horizontal, which means they are more contextual. In the 21st century learning puts forward aspects of collaboration and projects rather than discipline-based subjects [4]. Currently, interdisciplinary disciplines collaborate with each other to achieve certain goals. In this case, the purpose of *Merdeka Belajar* curriculum is to encourage students to master various sciences that are useful for entering the world of work. The process of mastering knowledge and skills in the *Merdeka Belajar* curriculum is specifically emphasized on project-based learning that is in line with the field of study, especially regional languages.

The education sector is one of the priorities and special concerns of the Indonesian government, one of which is the change in regulations and the better education system. Through the Minister of Education and Culture implementing the *Merdeka Belajar* curriculum as an education improvement strategy [5]. The revitalization of the 2013 curriculum for local content subjects in local languages is needed to meet the needs of students in various aspects, especially issues regarding the ethics and character of students in accordance with the nation's goals. The local content curriculum has substance in revealing the values of local wisdom through language, literature, culture and art learning. The new curriculum implies the active participation of students, teachers and related elements in designing constructive, collaborative learning through project-based learning according to disciplinary and cross-scientific fields as an innovation. This study focuses on the implementation of the local language curriculum in the independent learning curriculum at the school level.

2 Methods

This research was conducted with the aim of knowing the importance of revitalizing the local language curriculum and its implementation in the Merdeka Learning program in schools. The research design is descriptive qualitative with literature study technique. Several references from books, journals, and policy documents on national and local curriculum development became the main references. Researchers collect library data and collect various documented information in the form of journals, books, and other relevant references in the form of the development of the Independent Curriculum [6]. The analysis is carried out with an in-depth interpretation process from various references to obtain accurate information regarding curriculum revitalization and Merdeka Learning. The data validity technique uses theoretical triangulation, namely by synchronizing between sources, references from research results with theories or studies used in research by looking for relevant theories [7].

3 Results and Discussion

3.1 Objectives of the Regional Language Curriculum

The local language curriculum in East Java is indispensable as one of the strategic policies in strengthening local wisdom through the learning process in schools. Javanese and Madurese languages need to be taught in schools in line with the phase of students by considering the needs, substance of the material, and the characteristics of students when learning the language.

In addition, the curriculum can help the goals of moral and value education. This is because ethical values are not a priori, but are more practical. The introduction of types and moral principles that apply in society alone will not be effective in building students' morals and character. Moral education can be said to be successful if; 1) The experience of a student who has been taught is used or implemented to gain new experiences 2) When students find useful values and moral meaning [8]. Each subject has a different value, but all these subjects aim to develop students' character. Therefore, it requires a comprehensive standard curriculum to be able to accommodate this [9].

The preparation of the regional language curriculum in the East Java Governor Regulation number 19 of 2014 that the regional language curriculum has the following objectives: 1) Assisting in building, familiarizing effective and efficient communication in line with ethics, 2) proud in using local languages as community identity, 3) understanding, interpreting, implementing regional languages appropriately, creatively in various purposes in society, 4) using local languages to improve cognitive abilities and emotional maturity, 5) Utilizing the repertoire of regional languages and cultures to refine character and improve language skills, 6) appreciate literature area as a cultural treasure.

3.2 The Essence of Revitalizing Regional Language Curriculum

In developing the language learning curriculum, the following factors are considered: 1) Need analysis, 2) Situation analysis; social factors, institutional factors, teachers factors,

learner factors, 3) Planning goals and learning outcomes, 4) Course planning and design syllabus, 5) Effective teaching, 6) The role and design of instructional materials, 7) Approaches to evaluation [10].

In line with Richards' opinion, the revitalization of the local language curriculum and its development is based on several fundamental aspects that underlie it. Some of these aspects include:

- 1) Considering the analysis of current student needs, especially in responding to issues of diversity, tolerance, mutual cooperation and exploring the values of local wisdom through learning local languages and literature.
- 2) Situation analysis, the world of education with all its aspects requires adaptation to the situation (during the pandemic). Revitalization of the regional language curriculum as a solution in adjusting to the situation, learning patterns, methods, and materials that are in line with the development of the educational environment.
- 3) Designing effective learning in accordance with the objectives and characteristics of regional language learning by prioritizing cultural values as the basis for shaping the character of students through aspects of language, literature, and culture.
- 4) Reconstructing local language learning materials in accordance with the school level by considering the wealth and local wisdom of each region by adapting to the development of the current situation.

3.3 Implementation of the Regional Language Curriculum in the Independent Learning Program

Merdeka Belajar has a design to create quality education through increasing access to education followed by adequate educational services. Strategic policies that support the implementation of independent learning are marked by the autonomy of educational units in conducting education [11]. *Merdeka Belajar* curriculum is also marked by the existence of independent learning by giving freedom to learn, to innovate creatively and independently [12]. The freedom of students in carrying out the learning process provides the widest possible flexibility in order to develop the talents and interests of students without any coercion.

From primary to secondary education, student-based curricula have a positive impact on student learning outcomes. Based on research conducted by Schreiber, promoting the UDL (student-based curriculum) framework at the elementary level because it is more suitable as a learning support for students than the traditional educational curriculum approach [13]. Dalton and Brand cite the principles of child development and learning from Piaget, Vygotsky, and Erickson, drawing connections between their learning principles, such as 'children learn best when their physical needs are met and they feel psychologically safe and secure'. 'Children build knowledge' based on the principles of UDL instruction and assessment [14].

Positive mental development in learning is expected to support the independent learning process through implementation and real manifestations in learning [15]. The Independent Learning curriculum has the characteristics of strengthening the profile of Pancasila students in order to form a generation that is capable, creative, independent, pious and has a positive social attitude.

The Pancasila student profile has six competencies holistically, including: 1) faith, fear of God and noble character, 2) global diversity, 3) mutual cooperation, 4) independent, 5) critical reasoning, and 6) creative. All aspects that exist are not only dominant in the cognitive domain but also affect affective behavior by behaving in harmony with national institutions and identities as well as citizens of the world [16].

Merdeka Belajar Program at the school level is also closely related to the profile of Pancasila students as part of the process of strengthening national identity through learning at school. The six competencies that exist can certainly be classified specifically in regional language learning. First, there is a strong belief in God by being grateful for the existence of local languages and preserving them. Second, knowing and respecting one's own culture and that of others and respecting differences, striving for a harmonious life. Third, build the spirit of mutual cooperation, other positive cultures to provide benefits in social life. Fourth, have independence and proficiency in language, literature, and regional culture. Fifth, critical reasoning in seeing various life problems, especially in maintaining local wisdom and the values contained in it. Sixth, having high creativity in appreciating and creating language, literature, and culture so that it can be accepted by the current generation as cultural treasures that need to be preserved.

Freedom to learn means freedom in thinking. Learning design and implementation facilitate students in developing their cognitive abilities to the fullest [17]. The independent curriculum has the essence of freedom in thinking both teachers and students in order to form character through exploration of knowledge from the surrounding environment. An attitude of concern for the environment is important to be developed so that later it will provide benefits to the surrounding environment [3].

The revitalization of the regional language curriculum in East Java begins with designing learning outcomes that are in accordance with the advantages and potential of the region, including the local wisdom of Madura. The local content of the regional language is given the authority to develop learning outcomes as well as the goals and flow of learning objectives. Learning outcomes that are still broad are then derived specifically according to the peculiarities of each region. For example, at the high school level, for those who have adequate human resources and infrastructure, they can apply traditional performing arts learning with all its accessories and can even be packaged professionally according to the learning objectives.

Other project tasks at the high school level include identifying the characteristics of traditional ceremonial activities, followed by demonstrating them. The existing project tasks are intended to provide creativity to students, teachers, and education units to be creative by exploring local wisdom in their area according to the existing carrying capacity. Local language learning projects can be designed jointly through teachers, students, and school residents by carrying out structured activities ranging from designing, managing, documenting and reporting, evaluating and following up on projects. Activities designed can be carried out in collaboration with other fields of study as a form of cross-disciplinary academic implementation.

The independent curriculum described by the Ministry of Education and Culture (2021b) has a focus and essence in developing student competencies according to their

phases. Learning is expected to be more fun, meaningful, interactive through project-based activities to support character development and shape the profile of Pancasila students [6].

The Independent Learning curriculum is considered more interactive and relevant to current conditions, through project-based learning providing opportunities for students to actively respond to current factual issues. Currently schools are given the authority to determine the curriculum used. First, apply some of the principles of the Independent Learning curriculum. Second, implementing Merdeka Learning is in line with applying existing facilities. Third, implementing Independent Learning by developing teaching tools independently [18].

The results of the research conducted by Sundari showed that the majority of junior high school students in Semarang still maintain Javanese as an important subject. The lowest level Javanese language (Ngoko) is used to talk to their friends in casual situations. The highest level of Javanese language (Krama Inggil) is used to honor elders. They are also able to write and read Javanese characters because they are taught as school subjects with local content. In addition, maintaining the Javanese language as a local content is important to improve the cultural, tradition, and historical tourism business using local content based on Javanese language [19].

Currently, content on digital media and television related to local culture is mushrooming everywhere. Like TVRI Jogja which presents 30 min of daily news in Javanese, so does JTV, besides that Bali TV is actively developing shows and advertisements about Bali in order to promote Bali in the eyes of the world. Currently, there are many singers or films that use regional languages. Not a few content creators use regional languages as their trademark [20]. Curriculum revitalization must be able to accommodate a curriculum that is flexible, student-based, and focuses on student values and character. This student character point is very important to develop so that the regional language which is currently part of industry and tourism continues to show the dignity and manners of the eastern people.

The phenomenon of decreasing interest in the use of Javanese language is getting eroded because it is eroded by the use of foreign languages. The trigger factors are low vocabulary mastery, lack of vocabulary sorting skills, and low understanding of Javanese uploads [21]. In order to prevent the decline in the quality of Javanese language mastery and politeness possessed by students, the revitalization of the independent learning curriculum was carried out. The habit of using the Javanese language, increasing the professionalism of teachers, as well as increasing the vocabulary mastery possessed by students must continue to be encouraged through Javanese language learning.

4 Conclusion

The development of local language curriculum (Javanese and Madurese) is needed as a form of adaptation to the development of science and technology by adjusting the needs of students. The *Merdeka Belajar* Curriculum provides space for education units and teachers to be creative in carrying out the educational process according to the resources they have. The Pancasila student profile project in regional language subjects can be done with synergy between education units, school principals, supervisors, education offices,

teachers, students by collaborating with various experts to achieve learning objectives. The school climate and ecosystem need to be built and developed positively in accordance with the times.

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