Introduction to Balinese Language in Early Childhood: Identification of Teacher Strategies

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Abstract. The strategy used by the teacher will have a direct impact on the motivation and ability of children to recognize Balinese. This study aims to determine the strategies used by teachers in introducing Balinese to early childhood. This study used a survey method. The research data was obtained through questionnaires distributed online through Google form and the results of semi-structured interviews conducted with teachers. The number of respondents was 120 early childhood education teachers spread over 8 districts in the Bali Province. The instrument used in this study was a closed and open questionnaire related to the strategies used by teachers in introducing Balinese to early childhood. The results showed that the strategies used by the teacher were: 1) strategies related to the use of various learning methods, namely talking, telling stories (*satua* Bali), singing, and playing traditional Balinese games, 2) strategies related to learning media, namely the use of image media, sound recordings, story books (Balinese *satua* books), and learning videos, 3) strategies related to parental involvement, namely involving parents in Balinese *mesatua* activities, accompanying children to learn Balinese at home, and activating WhatsApp group for the introduction of Balinese, and 4) strategies related to learning time, namely there are days specifically for learning Balinese and using special events (special religious days) to introduce Balinese more deeply. The strategy applied by the teacher will have an impact on the child's ability to learn Balinese.

Keywords: Balinese language, teaching strategies, early childhood

1   Introduction

Early childhood is an individual who has unique characteristics and undergoes fundamental development, which means that developments that are happening now will greatly affect the subsequent of children's development. Nowdays, the child's ability to absorb information from environmental stimulation is very fast. This is because the child's brain contains 100 billion neurons that are interconnected [1] and result in rapidly developing brain abilities.

In order to develop according to their respective potentials, early childhood needs to get the right stimulation according to the child's needs, both from parents, teachers, and the environment. Aspects of early childhood development include physical-motor, cognitive, language, socio-emotional, moral-religious, and art, all these aspects influence each other so that all aspects must receive appropriate stimulation. The stimulation provided must be sustainable and can maximize the child's brain development [2].

Language is one of the most important aspects of child development. Children's language abilities can also be influenced by cognitive development, namely working memory abilities [3], and have an impact on their social-emotional abilities. Balinese language, as the regional language of the Balinese people, is also important to be introduced to early childhood. This is because the main environment for children in Bali is dominantly using the Balinese language. Children interact with the surrounding environment using language [4]. Thus, it is very important for children to provide language-rich stimulation, including by introducing their local language.

The introduction of Balinese to children from an early age will also help the child's readiness to acquire Balinese language at the next level of education. With the initial ability of the Balinese language, children will more easily understand the learning instructions given, and actively use them in communicating. Based on the results of observations in the field, it can be seen that children's ability to speak Balinese is still low, and tends to be passive in its use. In its application in early childhood education, teachers must have the right strategy in introducing Balinese to early childhood. Teachers must be responsive to children's interests and needs in order to plan the learning process with activities and materials that are appropriate to the child's developmental level, so that constructive feedback occurs during learning activities [5]. Introduce Balinese language activities learning must be adapted to the concept of learning and the characteristics of early childhood. The strategy used by the teacher will have a direct impact on the motivation and ability of children to recognize Balinese.

2   Literature Review

2.1   Pedagogical Competence

Competence is something that can be developed and related to a professional context. Teacher competence is related to the ability or pleasure possessed by a teacher in carrying out tasks. Teachers have to have basic skills, namely guiding and teaching. In order to produce a golden generation of superior and character, teachers who have high competence are needed. The competencies that must be possessed by an early childhood education teacher are in accordance with the Permendikbud No. 137 of 2014 article 25 paragraph 2, namely pedagogical, personality, social, and professional competencies [6]. All these competencies illustrate that teachers have the knowledge, skills, and abilities and able to carry out their duties and responsibilities professionally.

The ability of early childhood teachers in mastering learning theory and learning principles, including applying approaches, strategies, methods, and techniques of playing with learning that are holistic, authentic, and meaningful are included in the pedagogical competencies that an early childhood teacher must possess. By applying knowledge, skills, and experience related to pedagogical principles in curriculum development, learning strategies, use of learning technology and evaluation techniques, the teachers have the ability to perform in an academic context [7]. It is important for a teacher to develop the knowledge and skills in order to adapt to different situations [8].

2.2   Teacher Strategy

Professional teachers must be able to display their expertise in teaching in front of the class. Teachers must be able to convey learning messages effectively and efficiently to students. In order for the learning process to run effectively in accordance with the expected goals, teachers must be able to create various innovative strategies in learning activities. The strategies used by teachers are very important to manage student participation in class.

The teacher's strategy also refers to the learning strategy. The term data learning strategy is said to be a teaching activity directed at supporting student learning and providing the necessary materials and guidance. The learning strategies applied may change depending on different teaching environments [9]. One teacher with another teacher will have different teaching strategies. The teacher's strategy expected can be lead. The teacher might can use some traditional strategies, but they also must be able to develop new strategies. Teachers can not only use one learning strategy but vary or a combination of several learning strategies. The strategies used by teachers in teaching must be contextualized because they will accommodate different fields of study [10].

2.3   Balinese Language

Balinese is a regional language as well as the main language for the Balinese people. Balinese language is a theory of speech/speaking (regional language) which has a systematic both in terms of pronunciation and script as a means of communication for the Balinese people particularly [11]. The local language itself is a reflection of local wisdom owned by the community. According to Keraf quoted by Yunus, (2014) local wisdom is all forms of knowledge, belief, understanding or insight as well as customs or ethics that guide human behavior in life in ecological communities [12].

Language is one of the vehicles used by people to interact socially. In the interaction, a strategy is needed so that it can be well received in social circle in the community. The strategy's mentioning is a politeness strategy. The politeness strategy is a cultural skill possessed by the supporting community which is packaged through language to create comfort and acceptance in a civilized and cultured manner [13].

Balinese language as part of the communication politeness strategy mentioning has various levels which are often known as sor singgih basa or grammar. The existence

of this level of language in Bali after being influenced by Javanese or Hinduism, is based on a caste called "Catur Wangsa", namely Brahmana, Satria, Wesia, and Sudra. The "Sudra" group in Bali is often called "Jaba". This is because each of these groups has a unique language that has been set in communicating [14].

3   Method

This survey method was conducted to determine the strategies used by teachers in introducing Balinese to early childhood. Data was collected using closed and open questionnaires distributed through Google form and additional data was obtained through semi-structured interviews with 2 early childhood teachers for approximately 45-60 minutes for each participant. Data analysis was carried out descriptively quantitatively by calculating the percentage of respondents' answers and interview data were analyzed using taxonomic analysis [15, 16]. The following are the stages in the research conducted.
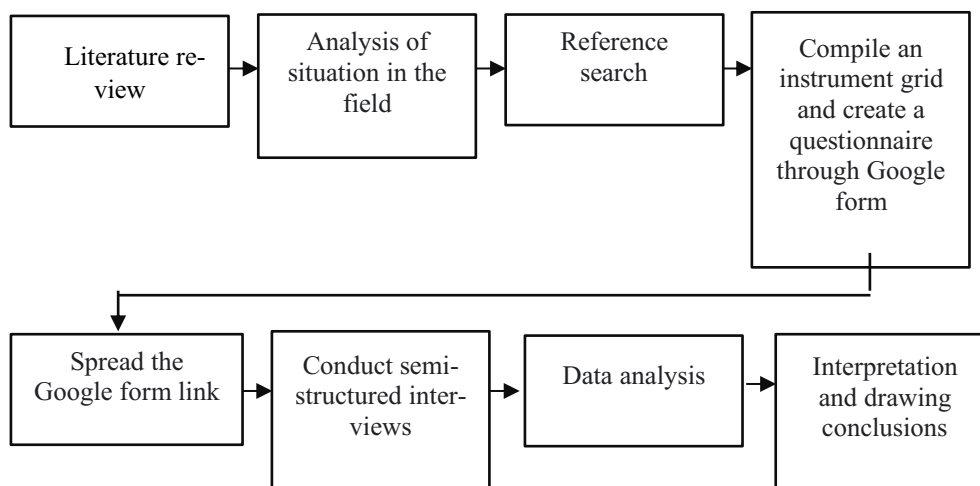
Fig. 1. Research Stages

The participants of this study were 120 early childhood teachers spread over 8 districts in Bali Province. Data on participant characteristics can be seen in table 1 which shows that participants have diverse backgrounds, both in terms of age, education, and occupation. The following is data based on the characteristics of the participants.

Table 1. Characteristics of Participants

Participant (n = 120)	n	%
Institutional district		
• Denpasar City	9	7,5%
• Tabanan	26	21,7%
• Badung	9	7,5%
• Buleleng	17	14,2%
• Jembrana	13	10,8%
• Bangli	7	5,8%
• Gianyar	27	22,5%
• Karangasem	12	10%
Classes/Group being taught		
• Play Group	20	16,7%
• TK A	17	14,2%
• TK B	83	69,2%
Teaching experience		
• < 5 years	20	16,7%
• 5 - 10 years	25	20,8%
• > 10 years	75	62,5%
Last education		
• Bachelor of Early Childhood Education	63	52,5%
• High school/vocational high school	20	16,7%
• Bachelor og education	24	20
• Other	13	10,8%
Age		
• 20-30 years old	21	17,5%
• 30—50 years old	69	57,5%
• > 50 years old	30	25%

4 Findings

The selection of the right learning strategy has an influence on the abilities and aspects of children's development. When teachers apply learning strategies, it will also have an impact on motivation, values, expectations, and affective components [17]. The results of the research related to the teacher's strategy in introducing Balinese to early childhood include aspects of the method, learning media, parental involvement, and implementation time.

4.1 Learning Methods

The teaching method allows a teacher to guide the learning reinforcement system. The teacher's goal is to provide the best possible knowledge with as few suggestions as possible [18]. Learning methods in early childhood are varied and fun. The learning method used is adjusted to the characteristics of the child and the learning objectives to be achieved.

Table 2. Balinese Language Introduction Learning Method

Number	Question Dimension	Yes	No
1.	Inviting to have a conversation using Balinese	91,7%	8,3%
2.	Using Balinese stories/satua Bali	86,7%	13,3%
3.	Invite to sing Balinese songs	98,3%	1,7%
4.	Using traditional Balinese games	92,5%	7,5%

Based on the results of the study, it is clear that teachers use various strategies in introducing Balinese, namely conversing, uniting Balinese, singing, and playing. The table illustrates that the methods most widely used by teachers in introducing Balinese to early childhood are the singing method (98.3.5%) and playing with traditional games (92.5%). Based on the analysis of respondents' responses, 80% of teachers stated that they used more than one learning method in introducing Balinese to early childhood. The use of various methods can generate a positive learning atmosphere in early childhood. Data on the use of various learning methods by teachers are also supported from the results of interviews that have been conducted.

> *"if we say rahajeng semeng, the children will definitely answer: "rahajeng se-meng ibu guru, rahajeng semeng timpal-timpal tiange", just like that. There will be a sequel later. The teacher gives examples of questions, then the children who answer questions like the teacher use Balinese language." (Teacher 01, Inter-view: 8 Oktober 2021)*

> *"...for in front of Nike (read: preliminary activities), for example with songs, with stories." (Teacher 01, Interview: 8 Oktober 2021).*

> *"The strategy that I use to go through singing, satua, songs, counting can also be done." (Teacher 01, Interview: 8 Oktober 2021).*

The teacher's statement was also emphasized by othe teacher.

> *"Inviting the children to sing Balinese song and chat in Balinese." (Teacher 02, Interview: 8 Oktober 2021).*

This statement provides an understanding that teachers know the appropriate methods used in introducing Balinese to early childhood. Learning methods will not be separated from the existence of learning activities. From the open-ended questions that were asked to confirm the participant's response, it was found that the teacher often invited the children to have a conversation in Balinese at the beginning of the learning activity and started by saying greetings in Balinese. In the storytelling meth-od, the teacher uses stories or Balinese units, including *Siap Selem, I Belog, I Bawang teken I Kesuna, Timun Mas*, and *Men Tiwas Teken Men Sugih*. The story uses simple Balinese language and has character values that are suitable for early childhood. Bali-nese songs used to introduce Balinese to early childhood are *Putri Cening Ayu, Juru*

Pencar, Ratu Anom, Bibi Anu, and Ketut Garing. Furthermore, traditional games that are often played with children are *meong-meongan* and *goak maling taluh* (*megoak-goakan*). The game uses rules and songs with Balinese songs. Traditional games not only provide fun for children but are also able to improve children's language development [19].

4.2   Instructional Media

In developing language skills, children need adult assistance in providing stimulation according to the needs and characteristics of the child. Language learning aims to help individuals developing the ability to interact effectively with others [20]. Language learning, including Balinese for early childhood, requires media that help children better understand what is conveyed by the teacher. Learning media has a very important role in the learning process, namely to convey information provided by the teacher to students more effectively [21]. Early childhood is in concrete preoperational development at the stage of Piaget's cognitive development [22]. This means that children cannot think abstractly so that the presence of learning media has a great impact on children's ability to receive information. Table 3. below shows the data on learning media used by teachers in introducing Balinese to early childhood.

Table 3. Learning Media For Balinene Language Introduction

Number	Question Dimension	Yes	No
1.	Use of visual media	74,2%	25,8%
2.	Use of audio media	50,8%	49,2%
3.	Use of audio-visual media	52,5%	47,5%
4.	Use of multimedia learning	57,5%	42,5%

Table 3. above shows that teachers tend to use visual media (74.2%) in introducing Balinese to early childhood. The visual media mentioning is an image that is adapted from theme and sub-theme of the activity. Using pictures and words through visual media to children is one strategy that can help children remember and understand words [23]. The use of other media such as audio requires children to have a visual experience first. Only 50.8% of 120 early childhood education teachers use audio media in Balinese language introduction activities. Audio and multimedia media used by teachers were obtained through YouTube and also the result of collaboration with Balinese language instructors. The form of multimedia used is in the form of videos and animations for Balinese language learning. The results of interviews with teachers showed several media used in the introduction of the Balinese language.

> *"For example, introducing Balinese stories, which I sometimes make videos too. The Balinese language learning video is like the child's story but uses Balinese." (Teacher 02, Interview: 8 Oktober 2021)*

> *"... use pictures, mmm... at least use pictures and videos." (Teacher 02, Interview: 8 Oktober 2021)*

Children's interaction with technology tends to improve children's development, intelligence, verbal and non-verbal skills, visual and movement-related abilities, structural knowledge, long-term memory, problem-solving and decision-making abilities [24]. Some uses of multimedia in e-learning include animation, video or static graphics with accompanying narration or text, as well as computer-based interactive games [25]. In particular, multimedia is useful in motivating children as learners, improving communicative abilities, increasing teacher efficiency, increasing engagement between teachers and students, making the learning environment more conducive, and learning time is not limited to space and time [24, 25].

4.3   Parental Involvement

The child development, in this case language development is not only the responsibility of the teacher. Cooperation between teachers and parents is required. Parents are very important and main characters in providing stimulation to children. The involvement of parents in the introduction of Balinese in early childhood is very necessary, considering that parents who do interaction the most and become children's models in language. The learning environment at home relies on parent-child interaction, with evidence of nurturing characterized by sensitivity, warmth, and stimulation being key in fostering a child's cognitive development and language skills [28]. Table 4. below shows the involvement of parents in introducing Balinese to early childhood.

Table 4. Parental Involvement In Learning

Number	Question Dimension	Yes	No
1.	Involvement in learning activities in class	28,3%	71,7%
2.	Become substitute teacher in the introduction of the Balinese language	30,8%	69,2%
3.	Teaching Balinese during learning activities from home	80%	20%

The results of this study indicate that there is still a lack of parental involvement in introduction activities Balinese language for early childhood. Only 28.3% of teachers actually involve parents in classroom learning activities. There are parents of children who become Balinese language instructors so they can collaborate with teachers in introducing Balinese. In addition, there are also parents who voluntarily become resource persons and unite Bali in front of the children. The role of parents in introducing the Balinese language is most dominant during the Covid-19 pandemic situation so that children are required to study from home. Parents invite their children to unite in Bali, compose music, and communicate using Balinese with the aim that children can record and imitate the vocabulary they hear. Parental involvement indicates that children place a high value on school achievement, which is due to the experiences created by parental involvement [29].

4.4 Learning Time

In learning activities of early childhood, in order to make children can receive learning messages properly, proper timing is needed. One of the characteristics of early childhood is they have a short attention span or are easily bored, so special timing is needed. Likewise, in introducing Balinese to early childhood, each teacher has a strategy and timing that adapts to the child's circumstances. Table 5. Shows the learning time by teachers in introducing Balinese to early childhood.

Table 5. Learning Time

Number	Question Dimension	Yes	No
1.	Every day effective learning time	41,7%	58,3%
2.	Certain days of the week	75%	25%
3.	Incidental nature	41,7%	58,3%

The results showed that as many as 41.7% of respondents stated that the introduction of the Balinese language was carried out every day when the effective time of learning was carried out. This is limited to preliminary activities and some simple communication carried out during learning activities. For respondents who stated that the timing of introduction of the Balinese language was incidental (41.7%), this was related to religious events in Bali which were used as momentum for the introduction of culture including Balinese.

"… that thursday, we really have to teach Balinese." (Teacher 01, Interview: 8 Oktober 2021)

"In the past, there was a thursday. in preliminary activities, for example with songs, with stories." (Teacher 01, Interview: 8 Oktober 2021)

In general, educational institutions in Bali have special days that focus on introducing the Balinese language to early childhood. Based on the Governor of Bali Regulation Number 80 of 2018 concerning the Protection and Use of Balinese Language, Script, and Literature as well as the implementation of the Balinese Language Month, Thursday is used as a moment to use traditional clothes and communicate in Balinese. Respondents (75%) also use Thursdays to introduce Balinese culture and language to early childhood through various fun activities.

5 Discussion

The main task of a early childhoodn education teacher is to stimulate and help early childhood to grow and develop according to their respective potentials. In providing learning stimulation, teachers must have high creativity in packaging learning activities so that they are interesting and fun and use various appropriate strategies. When the teacher provides introduction to Balinese language activities for early childhood. Teachers must be active and creative in using learning resources and learning strate-

gies that are in accordance with the characteristics of early childhood. For this reason, teachers must always strive to improve their pedagogical and professional competence on an ongoing basis [30]. The competencies possessed by teachers are needed so that early childhood teachers can carry out their duties competently and lead children to reach their potential. The findings of this study provide an understanding that the success in introducing Balinese to early childhood lies in the learning process. Teachers need to innovate by using various learning strategies, involving various learning resources, and having the ability to utilize technology appropriately. Learning innovations carried out by teachers by utilizing technological developments in language recognition in early childhood will provide hope in bringing up teaching-learning styles that are in accordance with current needs (the Covid-19 pandemic period) [31].

6   Conclusion

The findings of this study indicated that early childhood teachers in Bali Province used various strategies in introducing Balinese to early childhood. The strategies mentioning are: 1) strategies related to the use of various learning methods, namely conversing, telling stories (satua Bali), singing, and playing traditional Balinese games, 2) strategies related to learning media, namely the use of media pictures, sound recordings, story books (Balinese satua books), and learning videos, 3) strategies related to parental involvement, namely involving parents in Balinese mesatua activities, accompanying children to learn Balinese at home, and activating WhatsApp groups for introduction to Balinese , and 4) strategies related to learning time, namely there are special days for learning Balinese and using special events (special religious days) to introduce Balinese more deeply.

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