

THE URGENCY OF LEARNING INDONESIAN BASED ON LOCAL WISDOM

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ABSTRACT

The purpose of writing this article is to describe the relevance or usefulness of learning Indonesian based on local wisdom in order to lead students with character in the life of the nation and state. The method used is qualitative with a literature study approach on learning Indonesian and local wisdom. Indonesian is the national language or state language. The competency standard for Indonesian language subjects is oriented towards the nature of language learning, that learning a language is learning to communicate and learning literature is learning to respect humans and their human values. Indonesian language learning is directed at increasing students' ability to communicate in Indonesian, both orally and in writing as well as creating respect for human creations. Through learning Indonesian, students are expected to become individuals who can appreciate and be proud of using the Indonesian language. Besides that, learning Indonesian also has a very important role in maintaining culture and customs in Indonesia. Learning Indonesian based on local wisdom is an effective way to preserve the existence of local culture through integrated learning at schools.

Keywords

Language; Local Wisdom; Character

INTRODUCTION

The rapid development of today's era, local wisdom or culture has begun to be trampled by the presence of westernized foreign cultures. Local culture has begun to be blown away by the rapid use of foreign languages among indigenous peoples (Hartati & Kusrina, 2019). The current generation seems more proud if they are able to master foreign languages proficiently, compared to mastering the national language, namely Indonesian, which is one of the nation's ancestral heritage (Muharramah, 2019). In addition, they are more proud to follow the culture and lifestyle of outsiders than their own people.

In addition, the development of the use of foreign languages and cultures both in mass and electronic media has developed so rapidly that it threatens the preservation of local potential in Indonesia. This is due to technological developments which result in information being absorbed more quickly, especially through electronic media such as Instagram, Tiktok and so on (Rais et al., 2018). This situation certainly causes local culture to be increasingly eroded among the people (Human, 2022). It is also not uncommon for us to meet students who have been contaminated by foreign cultures due to their lack of knowledge about the local wisdom of the Indonesian nation.

As the next generation as well as prospective educators who continue the nation's struggle, it is necessary to instill love for the local culture of the Indonesian people. This can be done by integrating local wisdom into the Indonesian language learning curriculum. Language is a form of struggle of the predecessors whose urgency was clearly stated in the Youth Pledge. Therefore, learning Indonesian as the nation's ancestral heritage must be maintained (Hariadi, 2018). Especially among students or students.

By implementing Indonesian language learning based on local wisdom, it is hoped that local culture can continue to exist among the community, especially indigenous peoples, namely Indonesia. The introduction of

local wisdom into learning Indonesian is expected to guide students in preserving the existence of Indonesian local culture as the nation's next generation. Based on this background regarding the importance of Indonesian as a national language, this study aims to describe the relevance or usefulness of learning Indonesian based on local wisdom in order to lead students with character in the life of the nation and state.

METHODS

The method used is qualitative with a literature study approach. The use of literature, both in quantitative research and in qualitative research plays an important and varied role in a research project. In general, literature is used to identify the results of previous research, namely various findings that have been found or have not been found related to the particular phenomenon or situation to be studied (Afiyanti, 2005). From the aspect of time, the existing literature can be reviewed before, during and after conducting a study. Thus, the phenomenon studied is learning Indonesian and local wisdom.

RESULTS

Indonesian Language Learning

Language is a human communication system that is expressed through a structured arrangement of sounds or written expressions to form larger units, such as morphemes, words and sentences (Richard et al., 1985). In other words, language is a tool used by humans to establish communication between one another, expressed in written form in the form of sentences or orally in the form of sound (speech).

Indonesian is the most important language for the Republic of Indonesia. The importance of the role of language is partly based on the third pledge of the 1928 Youth Pledge and the 1945 Constitution (Nugroho, 2015). Indonesian has a more important position than regional languages. The position of the Indonesian language is the national language as well as the state language. Many people, especially young people and students, do not know this kind of thing, where the Indonesian language is so vital in the Unitary State of the Republic of Indonesia. Indonesian is the heart of the Indonesian nation which has become a necessity for the next generation to preserve and develop it (Ningrat et al., 2018). Noting the importance of the position of the Indonesian language, Indonesian language learning must be preserved in the curriculum so that the spirit of patriotism and nationalism within the youth and students continues to be formed. This needs to be considered because it remembers that the condition of today's generation is very apprehensive.

Indonesian language education is an important aspect that needs to be taught to students at school. Therefore, this learning has been given since Elementary School (SD). Through learning Indonesian, students are expected to be able to master, understand and be able to implement the four aspects of language skills. That is reading, listening, writing, and speaking (Farhurohman, 2017). Language has a central role in the intellectual, social and emotional development of students and is a support for success in studying all fields of study or other subjects (Zamzani, 2014). Language learning is expected to help students get to know themselves, culture and the culture of other people, express ideas and feelings, participate in society that uses good and correct language, and discover and use the analytical and imaginative abilities that exist in students.

Indonesian language learning is directed at improving students' ability to communicate using good and correct Indonesian (Hidayah, 2015). This is done orally or in writing, and fosters appreciation of the results of other literary works in Indonesia. Indonesian language subject competency standard is a minimum ability qualification of learners that describes the mastery of knowledge, language skills, and a positive attitude towards Indonesian language and literature (Tindaon, 2012). This competency standard is the basis for students to understand and respond to a situation.

Ali (2020) stated that in general Indonesian language subjects aimed at making students have the ability to: 1) appreciate and be proud of using Indonesian as the unified language and the national language, 2) understand Indonesian in terms of form, meaning and function, and use it appropriately and creative for various purposes, needs and circumstances, 3) use Indonesian to improve intellectual abilities, as well as emotional and social maturity, 4) communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, 5) enjoy and utilize literary works to broaden horizons, refine character, and increase knowledge and language skills, and 6) appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people.

Local Wisdom

Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local people in responding to various problems in meeting their needs. Etymologically, local wisdom consists of two words, namely wisdom and local. Other terms for local wisdom include local wisdom, local knowledge and local intelligence (Shufa, 2018). Local wisdom is "a sense of local/ regional wealth in the form of knowledge, beliefs, norms, customs, culture, insights and so on which are inherited and maintained as an identity and guide in teaching us to act appropriately in life" (Yonanda et al., 2020).

Thus, it can be concluded that local wisdom is everything that belongs to the wealth or property rights of the local community or an area, be it knowledge, beliefs, norms, customs, culture, insights, etc. as a form of inheritance from their ancestors. or local communities that cannot be taken over by any party either internal or external to local indigenous peoples. Local wisdom with various shapes and forms is an ancestral heritage whose values and sustainability must be maintained (Japar et al., 2020). Local wisdom contained in each region is usually a special identity for the local area that can differentiate it from other regions in Indonesia. The values contained in local wisdom, both culture, customs and others, are generally used as guidelines and instructions for all thoughts and behavior by local indigenous peoples. Of course, the moral values contained always guide and teach good things according to rules and norms. So that people live with all the instructions containing orders and prohibitions that guide.

Environmental wisdom or local wisdom of the community has existed in people's lives since ancient times, starting from prehistoric times to the present. Environmental wisdom is positive human behavior in dealing with nature and the surrounding environment which can be sourced from religious values, customs, advice ancestors or local culture that was built naturally in a community to adapt to the surrounding environment, this behavior develops into a culture in an area and will develop from generation to generation (Hidayat, 2021). In other words, local wisdom is a culture that develops in a community group which can come from various things. This culture then grows into a habit and is formed as the identity of the community concerned, which is then always carried out until it is hereditary. As a result of the rapid development of technology, this hereditary tradition is increasingly being forgotten and even considered as something out of date.

In the current era, there are several obstacles faced by indigenous peoples related to efforts to maintain local wisdom. Among other things: (1) the decline of public interest in all activities related to local traditions or culture; (2) lack of appreciation of works of art related to local wisdom; (3) lack of understanding and commitment of the community regarding the maintenance of local wisdom; (4) lack of self-awareness regarding the importance of maintaining local culture as the nation's ancestral heritage; and (5) limited collaboration between indigenous peoples and the government and the private sector (Humannira, 2016).

Local Wisdom-Based Learning

The local wisdom-based educational model is an educational model that has high relevance for the development of life skills by relying on empowering skills and local potential in an area. In the local wisdom-based education model, learning materials must contain meaning and high relevance to the real empowerment of students' lives, based on the realities they encounter in the field. The curriculum that must be prepared is a curriculum that is appropriate to the environmental conditions, interests, and psychological conditions of students. They also have to pay attention to the sociological and cultural constraints they face.

Local wisdom-based education is education that teaches students to always be familiar with the concrete situations they face. Dealing directly with their concrete problems and situations, students will be more challenged to think about them critically. In learning, it must be instilled in the minds of students, that humans do not just live (to live), but also exist (to exist). Thus, they are motivated to try to overcome the limited situation. In this case, students must be taught that they are born into this world not just live and die.

Local wisdom-based education can be used as a medium to preserve the potential of a nation. Local wisdom must be developed from regional potential. Regional potential is all the potential that is owned by an area and can be utilized by the local community. Knowledge of cultural values or local wisdom is often only

known by community leaders or stored in the archives of the Department of Culture and Tourism. Efforts to raise awareness about local wisdom values have not run optimally either formally, non-formally or informally.

The values of local wisdom into the curriculum in schools are basically caused more by efforts to build walls in students against external cultural influences that are not necessarily in accordance with the rules and norms in the local community. In this case it does not mean to reject technological advances and information from outside, but it must be understood that students, teachers and parents must be more selective about the influence of technological and information advances that are currently developing.

In addition, local wisdom content included in the curriculum at school is one of the school's efforts in realizing character education and supporting the preservation of local wisdom. The curriculum referred to here is not understood as a form of specially scheduled subjects at school (formal curriculum). However, the curriculum referred to here is more on the application of a hidden curriculum (unwritten curriculum). This curriculum is the application of school culture which usually contains values, norms, and beliefs or beliefs that are transformed both in the classroom and in the social environment of students. Teachers can transfer these local wisdom values so that they are integrated with the subject matter and are always conveyed to all subjects.

In fact, the transformation of these local wisdom values may have been conveyed either directly or indirectly by schools and teaching staff or teachers. However, there is no collective consistency in its application. Therefore, the government needs to formulate policies related to the importance of knowing, understanding, and practicing local wisdom values.

Local wisdom-based education is education that utilizes local and global advantages in the aspects of economy, arts and culture, human resources, languages, information and communication technology, ecology, and others into the school curriculum which ultimately benefits the development of student competencies that can utilized for global or worldwide competition.

Indonesian Language Learning Based on Local Wisdom

Learning Indonesian in schools has only prioritized the obligation to deliver material. With various common methods that have been used such as repetition, communicative, productive, direct and others. However, it does not provide enough effort to maintain the Indonesian language itself. We still encounter a lot of schools in Indonesia that cannot apply good and correct use of the Indonesian language.

This certainly raises our concern for the community, bearing in mind that learning Indonesian is a central subject in schools for the continuity and fluency of other subjects. The Indonesian language, with its position as the national language as well as the state language, must be preserved. In Indonesian language education, there are many learning materials related to culture, customs, norms, etc. which are part of the local wisdom of the Indonesian nation.

In this era of globalization and modernization, people are increasingly turning a blind eye as if they want to be blind to the local wisdom of the Indonesian nation. Increasingly, local culture is being eroded by the presence of foreign culture. For example, in terms of language. Today's young generation seems more enthusiastic about learning foreign languages than Indonesian. Indonesian is considered not very important and is a boring lesson. Meanwhile, learning a foreign language is considered more useful for future sustainability. This is of course a problem in the defence of Indonesian as a local language as well as the national and state language.

In addition, the lifestyle of Indonesian people who are increasingly here seems to follow the lifestyle of outsiders with western nuances. This is certainly contrary to the customs and culture of the Indonesian people. In fact, there are some habits that actually violate the norms and customs of the local community.

Deviations like this must be addressed and even eradicated. With the implementation of Indonesian language learning based on local wisdom, it is hoped that students can understand the urgency of introducing local wisdom to efforts to defend Indonesian as the national language.

Local wisdom-based learning emphasizes that students must be prepared to be faced with concrete problems and situations that occur around them. That is, students must be literate about the reality of the Indonesian people with all the problems that are currently happening. With the reality that is displayed in front of the eyes, students must be aware and then find solutions to all the problems that are happening.

Indonesian language learning based on local wisdom is expected to fortify students from the bad influences that come as a result of technological developments. This local wisdom-based learning is also used as a foundation in order to recognize the potential of local communities which is conveyed through educational learning materials.

Indonesian language learning materials certainly contain many elements of local culture such as literary works, culture and others. In addition, learning Indonesian also contains educated character education in each material. By incorporating elements of this local wisdom, it is hoped that students will be able to recognize local culture accompanied by the formation of good character that reflects the identity of the Indonesian nation which is known for its courtesy and good attitude. Indonesian language learning based on local wisdom can be organized in various ways, including:

First, integrating character values into basic competencies. The essence of local wisdom-based learning is actually forming character education values in students. In addition to achieving the expected graduate competency standards. For example, as stated in Regulation of the Minister of Education and Culture Number 37 of 2018 where the Basic Competence that must be achieved is "specifying expressions, invitations, orders, rejections contained in story texts or songs that describe an attitude of living in harmony". In this case the details of the characters that are expected to grow are being honest, responsible, and confident. By integrating character values into basic competencies, it is hoped that learning objectives and material mastery can be achieved accompanied by good character values.

Second, integrating values into local content subjects. In this case prioritizing the formation of cultural values in learning. To develop this cultural value, students are invited to make direct observations with the teachers. For example, when there is learning material about identifying elements of drama. teachers and students can make direct observations by watching *wayang* (puppet). This certainly plays a role in the introduction of Indonesian local culture as well as the fulfillment of the basic competencies expected in learning. In addition, direct observation will also form honest, disciplined, responsible and caring attitudes in students.

Third, forming good and correct language habits in students' daily lives. This can be done by emphasizing the use of good and correct and polite Indonesian in daily teaching and learning activities. This aims to accustom students to using the national language as well as an effort to preserve the national language as a form of real local wisdom.

CONCLUSION

Local wisdom is something that is upheld by a group of people. It can be in the form of culture, customs, norms and others. Local wisdom has a very important role in maintaining a nation. Indonesian language learning is directed at improving students' ability to communicate using good and correct Indonesian, accompanied by character building in the curriculum. Local wisdom-based learning focuses on the formation of character values in students. Learning Indonesian based on local wisdom can be carried out in three ways, namely; (1) integrating character values into basic competencies; (2) integrate values into local content; and (3) forming good and correct Indonesian language habits.

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