

TEACHING MATERIALS DEVELOPMENT OF INDONESIAN BASED ON CULTURE TO DEVELOP EDUCATION IN ASIA

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ABSTRACT

Language has an important role in social life in all over the world. This can be seen in all human needs when traveling to different countries as both domestic and foreign tourists. Printed mass media and electronic media have an important role in disseminating information to all levels of Indonesian and foreign society, especially in Asia. A good and proper Indonesian will be the communication media by utilizing regional and national cultural heritage which can be presented to the tourists. Therefore, the printed and electronic media have an important role to strengthen the role of Indonesian as a means unifying the nation and national development, especially education in the Asian region. Accordingly, the synergistic cooperation is needed between the government, the press agencies, universities, and schools in the region to align the vision in order to preserve the use and development of Indonesian intensively, particularly in the development of teaching materials for foreign speakers which based on Indonesian culture in the printed publication and electronic media. In addition, the important role of Indonesian teachers and lecturers is indispensable as a pioneer model in good and correct language to the national and international community. One of the strategies and efforts that can be made by teachers and lecturers are diligently studying, reading, researching, and writing issues related to effective communicative language use and implementing it in schools and communities, especially those based on culture.

Keywords: Printed and electronic media, Indonesian, unifying, culture, and Asia

INTRODUCTION

Dreams and imagination with language has tremendous power to realize the noble ideals of man. Dream of the people of Indonesia to use Indonesian language properly both at national and international levels may occur. This is in line with the thinking of language experts a few years ago that Indonesian has a chance to become an international language seemed impossible. Nevertheless, all of it is not impossible to happen. This paper is inspired from the writings of linguists Atma Jaya Catholic University in Jakarta, Prof. Soenjono Dardjowidjojo, Ph.D. entitled "Indonesian as International Language?" which was published in the book entitled *Menabur Benih Menuai Kasih*. Reading the article, the critical question arises, why the younger generation are reluctant to use Indonesian? What is it and why is Indonesian? Who is wrong? Though many foreign speakers who flocked to Indonesia to learn Indonesian. Referring to such thinking, is there something wrong with Indonesian teaching materials, both for native speakers and foreign speakers?

The author thinks that it is not necessary to designate who is wrong? The thing that we should think is about how to develop teaching materials and Indonesian mastery for the young generation in Indonesia in particular and the international community in general. Based on the writings of Soenjono (2004:65), Indonesian as the national language has a wide

opportunity to become an international language because (a) there are quite a lot of Indonesian workers abroad, which of course we are spreading the national language, (b) quite a lot of foreign countries who teaches Indonesian, and (c) a fair amount of students who are studying in foreign countries. According Warouw (1999), these three factors support our language to become an international language. Former Head of Language center, Dendy Sugono, is also optimistic that our national language will be able to become an international language for reasons such as, that there are 40 countries which has university and school which teach Indonesian (Sugono, 2003^a and 2003^b). Accordingly, our national language has been entered into the "free market" in the era of globalization. This proves that Indonesian can not be underestimated by anyone in the world in national and international interaction.

To support the optimistic thinking above, that in the coaching and development of Indonesian language and literature, we have two fundamental foundations. Firstly, the third point of pledge in Youth Pledge October 28, 1928, that "We are sons and daughters of Indonesia uphold the national language, Indonesian". By category "uphold the national language, Indonesian", meaning that the regional languages including Javanese have the same right to live with Indonesian. Secondly, the explanation of article 36 UUD 1945 stated that "Areas that have their own languages which are well maintained by the people, for example Javanese, Sundanese, Madurese, etc, those languages will be respected and maintained well by the state.

Statement that the regional languages meet the criteria in demand legally have the right to live and to be used by speakers. In accordance with this premise, Javanese as the language of the area in which most speakers Indonesia has the full right to be respected and maintained by the state. Therefore, it is important to think about effort to coach and develop Indonesian language and literature in the era of information technology and the increasingly alarming development. Thus, Indonesian will be developed by the speakers through national and international networks through printed and electronic media. It can support the existence of Indonesian in various areas of life: education, government, trade politics, and culture.

Referring to some ideas and underlying philosophical foundation above, it is important to think about how to develop and conserve learning materials and mastery of Indonesian at the national and international level based on culture through printed and electronic media. Therefore, in this article the writer wants to review the role of the mass media, lecturers, and teachers in the solidifying material in learning and mastery of the Indonesian language based culture as a tool for unifying the nation in order to increase cooperation in education and international relations in Asia.

METHODS

This study is a library study with a variety of references. Forms of study is descriptive qualitative and emphasizes records that describes the actual situation to support the data presentation (Sutopo. 2002: 36). Research strategy used was content analysis (*content analysis*), which analyzes the results of observed informants, events, and documents. This study is an attempt to capitalize on a solid document. The most common technique used is *content analysis*. The techniques is used to support the interpretation of the text under study. Yin states that the content is meant by study investigators not only noted the important content is written in documents or archives but also about the implied meaning (Sutopo, 2002: 70). *Content analysis* techniques are needed to explore the data more deeply so that the results obtained in a study is the maximum. In this study, the data are obtained from three sources, namely informant, events, and documents. Data collection was done by using a

variety of data relevant records, both from printed, electronic, and also from a variety of relevant reference books.

DISCUSSION

The Role of Language and Culture of Java

Development of Indonesian usage in various areas of education, government, and trade are not always separated from the influence of Javanese. This is due to that the culture of the majority of the Javanese people of Indonesia. Despite this, the local language in the entire country also has an important role to develop the Indonesian existence in society. There is a growing perception in the community, which states that as long as there is still Java, Javanese is not going to disappear or die. The truth about that current assumption is supported by the fact that Javanese is still being used by the Java community wherever they may be. Generally used in Java, Javanese is used by the Java community in the regions outside Java, and even still is also used by the Javanese in Suriname. On the other hand, there is also the assumption that the state of Javanese at the moment is broken or at least in a worrying situation. It is to be recognized by teachers, observers, and the Java community in particular, and the Indonesian people in general.

Preservation or survival of Javanese at this point is not worrying. Javanese is still alive as regional languages supported by the existence of speakers which are relatively very large. Noteworthy is that Javanese existence is said to be apprehensive. The concern is caused by the changes that occurred in Javanese. For example, many words from other languages enter Javanese or there are frequent application of Javanese speech level is not as expected, especially among the younger generation.

It was natural that a language change is concerned as above. All languages which still live, which is still used by language speakers, are surely experiencing growth or change. Instead, it would be an impossibility if from the past and present, a living language does not progress at all. In other words, developments or changes that occur in a language, including Javanese is a natural thing. Developments or changes in Javanese course there is, or at least influenced by factors related to the life of Javanese. Factors, among others, the times, the position of Javanese and Javanese speakers.

Based on the description above, the author is often asked who is responsible for preserving the existence of the language and culture of our region? Language teachers, local governments, or the parents? The answer of course should not be mutually nominated each other but how our efforts are joined together to preserve and develop the language and culture of the region and prepare for the next generation of human resources professionals in the field of language and culture of the area. Therefore, each party has an important role to continuously develop and preserve local languages as the existence of Indonesian supporters in the international community through printed and electronic media.

The position of Javanese language and culture for some Javanese community is as the first language. The statement can be interpreted to mean that Javanese is still an effective means of communication in the family and even in the wider community. Be aware that the frequency of use of Indonesian higher in various aspects of community life and the use of language to reach the region more widely, resulting in areas of diminishing use of Javanese. The first meeting of Javanese using the language of instruction gradually switch with introductory Indonesian. However, do not worry about that part of Javanese will disappear altogether. It is caused by the position of Javanese that can not be separated from the existence of Javanese culture. Javanese role in people's daily life increasingly diminished.

But the philosophy and the "spirit" of Javanese can not be separated blood "jejer kamanungsan" of the Javanese. Therefore the Java community can never leave "Javanese" attitude in language behavior.

Javanese is currently getting "shunned" by the younger generation. Although in daily life they are still using Javanese, in an environment that requires the use of Javanese manners not all of them can do that well. Many factors led them to become that way. In their own family environment they are not used to use Javanese properly, at school they only get limited learning Javanese, in public they look at the fact that Javanese is no longer used in aspects of Javanese life. The latter can lead to thought or notion that today's Javanese is not the language that must be mastered and learned well. Therefore, they feel no need Javanese as a means of effective communication in everyday life.

Assumption that as long as there are Javanese people, Javanese language is not going to disappear starts to be verified. Verification can not be done now because it will require a long period of time. If the assumption resembles slogan is true, the thing which needs to be explained is how the existence of Javanese in the future time. The question was asked in light of the fact which indicates that Javanese today is not the same as the ancient Javanese. In the future, it will be different from today's Javanese. The symptoms that will lead to the fact have been seen at this time, both from the attitude of the younger generation of Javanese and aspects of language itself which is always changing. It describes the attitudes of young people towards Javanese with a different attitude between the one with the other. It's been reviewed by Sutarto (2006, 39-53).

The strong Javanese culture and language can also be seen in the phenomenon of foreigners who are always interested in Javanese culture and values that are considered "high." Foreigners' adaptation towards Javanese culture and language has been studied by Pruetipibultham (2012) who argues that Javanese language and culture must be learned by foreigners in order to get closer with the Javanese community and to be able to work together in harmony, either in economics or in other areas.

Javanese as a living language can not avoid the demands of its society as the speaker. The development of Javanese has happened all the time, which can be proved by the presence of differences between the ancient Javanese language with Javanese language today. Differences that have led to the increasing conflict between those who want to maintain Javanese as the original state, and the younger generation who want Javanese can be developed according to the times. This is similar to, what was said Aldi Firahman (*Solopos*, July 22, 2007) that the language of strategy in order not to be abandoned by the user, the language must remain open and dynamic for the times, not least for Javanese.

The Role of Mass Media, Teachers and Lecturers

Teachers and lecturers are professional educators in the realm of elementary, secondary, and higher education. In general students and college students in various educational institutions consist of diverse backgrounds, both regions, social, economic, and educational backgrounds. Therefore, professional teachers and lecturers who have vast opportunities to promote and strengthen the use of good and proper Indonesian, both verbally and written. This is also supported by the thought Crystal (1997:24); Soenjono (2004:65) that a language, in this case is English may be the international language because of two factors: (a) *the geographical-historical*, and (b) *socio-cultural*. Two ideas were developed into five factors, namely: (1) the structure and language of the relevant internal weight, (2) the number of users, (3) geographic distribution, (4) the dominance of power, politics, and economics, and (5) vehicle communications in the field of science and diplomacy. Other impacts arising from five

factors above is the influence of social and cultural life. Based on the idea mentioned above, of course, Indonesian also has a wide opportunity to be the language of choice, especially for Indonesia and the international community.

To realize the use of good and proper Indonesian, strategic efforts in teaching Indonesian can be done. One of them is the Indonesian language and literature lecturer at universities (Rohmadi, 2008). The opportunities to develop Indonesian language is opened wider in college because of the issuance of the Decree of the General Director of Higher Education Ministry of National Education of the Republic of Indonesia Number 43/DIKTI/Kep./2006 concerning the implementation of the guidelines group Personality Development Course (MPK) in colleges, namely Indonesian, Religious Education and Citizenship Education. Referring to the decree Indonesian should be taught in all courses both D-3 and S-1 as a personality development course. Thus, the wider opportunities to develop Indonesian verbally and in writing to all students whose background varies geographically (Rahayu, 2007:3).

Indonesian language and literature professors have a great opportunity to become an exemplary pillar of Indonesian language through learning-based *active learning* for students in all courses. Spoken language can be taught through a variety of activities in speaking skills either directly or indirectly, in various domains and the context of discussion. For example, scientific discussions, scientific seminars, and presenting a variety of structured tasks of lecturers. Written in language development can be done through the use of writing in the form of student papers, summaries, book summary, and even critical studies for discussion. The student's works can also be done through a program organized by the student creativity DIKTI good PKMP / PKMM / PKMT / PKMK and KKTm. Various efforts can be made by the lecturer in oral language skills through pre-speaking, skillful speaking, and evaluating. Meanwhile, for effective writing skills can be monitored through pre writing, writing, editing, and scientific publications.

Various strategic training and development efforts that can be done when MPK Indonesian lecturers teach with heart and sincerity. It means that there is often a professor who teaches courses MPK not wholeheartedly because they think students get the Indonesian subject since kindergarten up to high school education. But a teacher must teach with all of his or her heart so that there will be strategic dreams that Indonesian can compete as a national as well as international languages. Thus the younger generation will continue to develop and preserve Indonesian as a language model for the pillars of the Indonesian people. If all of the strategic plan development and consolidation of the culture-based teaching materials going well, I'm sure Indonesian will fly and have presence in the international world. Therefore, the duty and responsibility to achieve these goals, particularly for young people and foreign tourists who earn a livelihood and education in Indonesia.

Intelligent thoughts of experts that teachers and lecturers are imitated figure should be the main pillar of exemplary language. Therefore, a teacher and lecturer should ideally master the four core competencies, namely: pedagogy, personality, social, and professional. To support the four core competencies of the teachers and lecturers should have three main pillars in order to be a strong character and intelligent teachers in carrying out their noble task. The three pillars are: (1) teachers and lecturers should have a clear and focused purpose/vision in teaching and educating their students in the school, (2) teachers and lecturers should have sufficient pedagogic knowledge/competence to be able to teach and guide student participants well and honestly, and (3) teachers and lecturers should have good morals to be a strong character and intelligent teacher. If those three main pillars become the guidance for teachers and lecturers at school and college, God willing, education in Indonesia will be achieved as what all the people of Indonesia have expected.

The formation of the true character of teachers and lecturers in order to have an honest nature, trustworthy, and responsible for the duties and functions as a teacher and lecturer. Fundamental values that can be used as guidelines, are: (1) the importance of character education, (2) thankful to be educators, (3) educate as trustee, (4) educate by example, (4) educating the heart; (5) paradigm learning, (6) educators superior personality, (7) to think and act intelligently, and (8) various examples of real facts that teachers and lecturers in schools as well as the verses in the Qur'an and hadith to be exemplary in educating and teaching the basic foundation in school for a teacher and lecturer

There are five main factors that are crucial to achieving success for teachers and lecturers strong and smart character mentioned above, there are: (1) honest to everyone, (2) strict discipline, (3) get along well with everyone; (4) having a husband or wife who supports his vision; (5) work harder than most people (Furqan, 2009). Referring to the philosophical values in the book, the examined fundamental issues strongly supports the government's efforts in order to establish teachers' strong and intelligent character through public and private LPTK in Indonesia. It is also very appropriate to the certification of teachers and lecturers in Indonesia, the book may be one of the must-read reference for kindergarten teachers, elementary, middle, and high school / vocational school in Indonesia in order to uphold the noble duty as a teacher in the entire nation. Thus maintain the trust and responsibility as a teacher with strong character and a smart suit his oath as a professional teacher.

The Development of Teaching Materials Indonesian Culture-Based

Based on the ideas mentioned above, professional teachers can be a good example of exemplary use of good and proper language. This can be done by all teachers in kindergarten up to high school and college faculty in the teaching of language skills, the skills of listening, speaking, reading, and writing. With the efforts of the teaching of the four language skills either independently or integrated it is expected that the student and the student is able to speak properly. Language teaching can be collaborated with a variety of effective learning model based *active learning*. Thus, the results obtained will be effective in Indonesian and Javanese language to shape the personality of students with strong and smart character.

In line with the explanation above, Pranoto (2005:236) argues that in life, the culture was experiencing such biological processes, meaning that culture also experienced periods of birth, develops, downs, and even disappear altogether. Then, what about Indonesian culture which is reflected in the culture of the region which spread from Sabang to Merauke. If no cultures of the area are managed and packaged properly as teaching material, they can be less useful and well-maintained. Further explained that an anthropologist Robert Redfield makes cultural centered dichotomy called basic culture (great culture) and a small culture (Little cultura) (Redfield: 1963, in Pranoto: 237)

In developing teaching materials, there must be contained Indonesian cultural values of the area that has been agreed upon by cultural experts, such as: (1) identification of regions (*local identification*), (2) local knowledge (*local wisdom*), (3) empowering local (local genius), (4) creative culture (cultura creative), (5) independent culture (*cultural independence*), socio-cultural climate (*socio-cultural*) (Pranoto, 2005: 238). Referring to the opinion, it can be found today's culture conditions compared to the conditions in the past. The times and technology are increasingly unstoppable and make changes so rapidly and became negative viruses that can not be avoided. Therefore, it is necessary to have Indonesian-based culture teaching materials.

The application of Javanese culture in the development of teaching materials has been done by Saddhono (2008). The conducted study is to describe the underlying folklore tradition Sekaten ceremony, the procession and the ceremony and symbolic value in Sekaten tradition, as well as the implementation of instructional literature (folklore) in elementary, junior, and high schools in Surakarta. The findings showed that the underlying form of folklore origins convening Sekaten starting from the establishment of the Islamic kingdom of Demak. In the implementation of learning literature in elementary, junior, and high school which has been studied in the form of folklore teaching materials that can be used as an appreciation of literature that can instill moral values.

Referring to the description above, it can be concluded that the development of teaching materials and mastery of the culture-based material of Indonesian can be developed through the printed and electronic media. Promotion of language, art, culture, and dances from various regions to accommodate all regional and national cultural assets will be able to develop and promote the existence of Indonesian in the international arena. Therefore, it is required to work together synergistically between government agencies, public and private sectors to achieve the common goal. In addition, it is important to have awareness and to increase the professionalism of teachers and lecturers as a pillar of good language model in the realm of elementary, secondary, and higher education. Thus the realization of the ideals will be the development of teaching culture based materials Indonesiane in order to strengthen international relations through language and cultural diversity.

CLOSING

The efforts to develop the language and culture of Javanese and Indonesia continuously will be able to give inspiration to Indonesian society to be proud of Indonesian and Javanese culture in the national and international community. The entry of Indonesian words into Javanese is becoming increasingly open and vice versa. Indonesian itself absorbs a lot of foreign language in vocabulary enrichment, including Javanese vocabularies. The majority of Indonesian words that fit into Javanese use is growing steadily and it can shift the use of some Javanese words alone. For example, the word *education, population, family, gifts, and a winner*. Words like that are difficult or not always be replaced by the words existing in Javanese. Other words derived from foreign languages had experienced anything like it. For example, the word *transmigrasi, imunisasi, donor, target, and kredit*. Such words is difficult to be replaced by Javanese word and those that do not need to be replaced or translated into Javanese.

The description above gives an idea of how easy and rapid expansion of Javanese and Indonesian vocabulary today by absorption. Due to the absorption of vocabulary, Javanese and Indonesian language in vocabulary area will find their face that always moves from time to time, so that the existence of Javanese and Indonesian as a language that are still bound by culture, faced with the reality that challenges their future. Referring to the ideas above, the role of lecturers and teachers as pillars of Indonesian and Javanese language model is needed in developing and preserving the language effectively. This strongly supports efforts to increase the professionalism of teachers and lecturers in educating and teaching the language in either orally or writing, both at primary level, secondary, and higher education. Thus, dream of Indonesia language as the national language even international language would be achieved if we continue to love and use the Indonesian language properly and correctly in a variety of formal and non-formal realm of life.

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