The Revolution of Regional Language Learning

Sutrisna Wibawa

Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

trisnagb@uny.ac.id

Abstract–The disruption era is inevitable even by the education systems and institutions. It is not just a today's phenomenon, but also tomorrow's. Universities and schools must prepare themselves and be competitive in entering this era. They have to make fundamental changes by shifting from the status quo they have enjoyed so far and changing their mindset. In terms of the learning approach, universities and schools need to leave the monodisciplinary methods and turn into the multidisciplinary, interdisciplinary, and transdisciplinary ones. Learning in universities and schools should encourage lecturers and teachers as facilitators, not the mere learning sources. Students should be the center of learning. Massive Open Online Course learning systems (MOOCs) and blended learning are believed to be the learning strategies in this era. The Contextual Teaching and Learning (CTL) approach, involving seven main components of learning, such as constructivism, questioning, inquiry, learning community, modeling, and authentic assessment are still suitable for use.

Keywords: revolution, learning, disruption

I. INTRODUCTION

We are recently in the 4.0 industrial revolution, which is marked by an all-digital and cyber era. One of the consequences of the 4.0 industrial revolution is the emergence of such rapid changes that lead to an era of disruption. The characteristics of the disruption era are (a) massive, fast, unpredictable patterns of changes (*Volatility*); (b) such rapid changes lead to *Uncertainty*, (c) the occurrence of complexity of factors that cause change (*Complexity*), and (d) lack of clarity in the directions of change that causes an *Ambiguity*.

It is Clayton M. Christensen, a professor at Harvard Business School, who introduced the concept of disruption (disruptive era). In simple terms, this concept requires businesses to always change due to the emergence of new innovations that are invisible, unaware, and will quickly attack old businesses which do not want to change. According to Rhenald Kasali business in the disruption era is characterized by four indicators namely easier to run, cheaper more accessible and affordable, and faster.

The era of disruption led to new innovations, especially in the field of information technology which grew very rapidly. Its invisible presence was not realized by the old organizations that are enjoying their security. Slowly and invisibly this era of disruption becomes a disruption to the running of the incumbent's organization, and will eventually destroy it. A popular example happening in Indonesia is the existence of online transport which has unexpectedly 'erased' the existence of conventional transportation. Likewise the presence of e-toll cards, AirBnB, or online stores have forced toll gate officers, the hospitality sectors, and shops / malls. Slowly but surely, these shifts also change the social and cultural conditions of the Indonesian people.

What about the education (universities and schools)? Are they going to survive this disruption era? Unfortunately, universities and schools will not be able to avoid this era, because disruption occurs widely, ranging from the government, politics, economics, culture, law, urban planning, construction, health services, education, and others. What is certain is that disruption is not just a today's phenomenon today, but also a phenomenon of tomorrow and the future. Universities and schools must be prepared for this, and be competitive in entering this era.

Universities and schools need to be ready to face this era. The era where universities or schools are required to be adaptive and be able to shift from the establishment that they have enjoyed. In the matter of the learning approach, universities must begin to forget the monodisciplinary modes of delivery, and move to the multidisciplinary, interdisciplinary, and transdisciplinary ones. In this way all problems faced by humanity are approached, analyzed, and resolved from various scientific perspectives in an integrated and integrated manner.

In the learning method, universities and schools need to provide a large space for lecturers and teachers to become good facilitators. Universities or schools cannot make lecturers or teachers as centers of knowledge any longer, but learning centers should be distributed to students. The curriculum policy no longer follows the myth of "new minister brings a new curriculum", because in the future there will be a customized personal curriculum, which is determined by students themselves.

Currently, a number of universities have implemented the concept of Massive Open Online Course (MOOCs), which is a learning system in the form of a large scale of open online courses to provide an unlimited public participation access to their websites. This online teaching has a wide reach, crossing out the physical boundaries of campuses and countries. This innovation

can be accessed by everyone, from everywhere, online, and even for free. In addition to providing traditional course materials, such as videos, reading materials, and discussing problems, MOOCs provides interactive user forums that help in the building of communities for lecturers and students, or teachers and students.

What about local language learning? Will it survive the era? Which direction should be taken? Such things are actually not only faced in the learning local languages alone, but also other subjects. This paper discusses the implementation of a particular strategy in the local or regional language learning in the era of disruption.

II. Method

The writing method in this paper uses the descriptive and explorative methods. Descriptive method is used in describing the theory and implementation of the theory, especially in the local language learning. Exploratory methods are used to explore implementation of local language learning in the era of disruption.

III. Regional Language Learning Strategy

The Governor of Yogyakarta Special Region, Sri Sultan HB X, in the Six Java Language Congress, hopes that the learning of Javanese Language can be developed by utilizing information and communication technology to keep up with the times (Antara News). "It is better to learn Javanese Language and Script when it can be developed using ICT to cope with is the changing of era". He also said that it is only through information and communication technology that the teaching of Javanese language, scripts, and culture can survive amid the challenges of the times, locally, nationally, and even internationally. The use of ICT will also help the younger generation to learn Javanese easily.

Sultan's expectation is actually in line with the emerging era of disruption, which began in 2015, and was felt only by Indonesian society in 2018. As mentioned in the introduction, things must be prepared and adjusted to the disruption era, learning must be, simpler, easier, cheaper, more accessible, and faster. We must apply MOOCs to provide an interactive user forum that helps build communities for teachers and learners. There is a system known as blended learning, which integrates the use of technology in learning that allows learning to happen in accordance with the individual characteristics of student in the classroom, and allows reflection on learning.

Universities and schools need to be ready to face this era. The era where universities or schools are required to be adaptive and be able shift from the establishment that they have enjoyed. In the matter of the learning approach, universities must begin to forget the monodisciplinary modes of delivery, and move to the multidisciplinary, interdisciplinary, and transdisciplinary ones. In this way all problems faced by humanity are approached, analyzed, and resolved from various scientific perspectives in an integrated and integrated manner. One thing that is certain is that universities and schools should change immediately and carry out revolution. Otherwise, they will follow the footsteps of conventional transportation or retail business.

Local language learning at schools has experienced a golden era in the School Level Curriculum (KTSP), which implement the competency-based curriculum. KTSP has given the opportunity to local language learning as one of the local content at all levels and types of education (SD / MI, SMP / MTS, SMA / MA and SMK). As explained in KTSP, local content is a curricular activity to develop competencies that are tailored to regional characteristics and potentials, including regional excellences, whose material cannot be grouped into the existing subjects (Ministry of National Education, 2006). The content of local content subjects is determined independently by the education units. Local content is a part of the curriculum structure, and content is included in the content standards in the school level curriculum. The existence of local content subjects is a form of education that is not centralized, so that the implementation of education in each region is more relevant with the conditions and needs of the region. This is in line with the efforts to improve the quality of national education so that the existence of a local content curriculum supports and complements the national curriculum. The scope and type of local content, can be in the form of regional language, English, regional arts, regional skills and crafts, customs, and knowledge of various characteristics of the surrounding natural environment, as well as matters deemed necessary by the regional government.

Through KTSP, learning is introduced with the contextual teaching and learning (CTL) approach. Contextual learning is a learning concept that helps teachers associate the material they teach with the real situation of students, and encourage students to make connections between their knowledge and its application in their daily lives. CTL involves seven main components of learning consisting of constructivism, questioning, inquiry, community learning, modeling, and authentic assessment. Constructivism is knowledge building by the students little by little. The results, however, are expected to be able to be expanded in a limited context. Learners should build knowledge that gives meaning through real experience. Learning experience will be meaningful to the students if they are directly or indirectly related to the daily experiences of students.

Inquiry, which is the core of CTL, leads learning to find the meaning of learning materials by the students. It affirms that knowledge and skills and other necessary abilities that are not the result of remembering a set of facts, but are the result of the students searching themself. Questioning is a process where a person has always starts gaining new knowledge. It starts from asking and questioning. It is therefore the main strategy in CTL. Through the application of CTL questions will be more lively and will encourage the process and results of learning to be more broadly and deeply. By asking questions, the students can (1) explore information, (2) check students' understanding, (3) generate student's responses, (4) know the extent of students' knowledge, (5) know things that students has known, (6) generate more questions from the students, and (7) refresh the knowledge that students already have.

Learning community encourages the students to collaborate with and utilizes learning resources from their friends. When students are accustomed to providing a broad range of experiences to others, then they get more experience from other communities. Modeling develops knowledge and technology and the complexities of life's problems that students faced. The demands of students which increasingly develop and diverse have an impact on the limited ability of teachers. Teachers, therefore, are no longer the only source of learning for students, because all the advantages and limitations of the teacher will cause obstacles to providing services in accordance with the wishes and needs of students who are quite heterogeneous. The model making stage, therefore, can be used as an alternative to develop learning that helps overcome the limitations of the teacher.

Reflection, on the other hand, is a way of thinking about what has happened or just been learned. Through CTL model, learning experience does not only occur and is owned when a student is in the class, but more importantly brings the learning experience out of the classroom. This is when a student is required to respond to and solve real problems in his or her everyday life. Authentic assessment, which is the final stage in CTL, is needed to do an assessment. Assessment occurs in the process of collecting various data and information that can provide an overview or guidance on assessing student learning experience.

CTL learning model is more suitable for local language learning than the scientific approach used in the Curriculum 2013. The scientific approach, on the other hand, is more suitable for learning science, not social science. This CTL approach is also suitable for use in language learning in higher education, which is more learner centered.

To enrich the interaction that is centered on students, there is one example of a learning model called text deposit box (TDB) or text bank, which is a text-based language learning strategy of "genre-based teaching" (GBT), and is believed to be one of the approaches to the teaching language in the second millennium (Rodgers, 2001; Hyland, 2002; Johns, 2002). This learning model is based on the philosophy that language is text, and language learning aims to understand and produce texts, both spoken and written. Language learning is directed to the study of aspects in a text with the ultimate goal of producing texts (constructing texts). The GBT learning model can be used in reading skills, using text deposit boxes or a collection of Javanese texts from various genres that are placed in a text deposit box. Text deposit boxes or bank texts are collections of texts owned by the teacher that are documented and collected in the form of Text Deposit Boxes, in which there are various types of texts (genres) that are placed randomly, without being sorted based on the type of the texts. Students are given over various texts, which in turn produce text as learned.

IV. Conclusion

It is important for universities and schools to prepare their battle in the competitive era. The significant changes are endured in changing their mindset. They need to change their monodisciplinary methods to multidisciplinary, interdisciplinary and transdisciplinary ones. Not only learning sources, lectures and teachers as facilitators are the ones who take the roles in this change. At the same time, students are take into account as the centre of learning

Massive Open Online Course learning systems (MOOCs) and blended learning can be the learning strategies in the era of disruption. Learning with the contextual teaching and learning (CTL) approach involving seven main components of learning of constructivism, questioning, inquiry, learning community, modeling, and authentic assessment are still suitable for use in learning. To enrich the interaction centered which is to the students, the a text deposit box (TDB) learning model or bank text, which is a text-based teaching learning strategy can be used.

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