

Development Of A Local Culture Based Bilingual Book Heritage Model In Maluku

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Keyword

Inheritance model, Local Language, Maluku Local Story.

Abstract

Efforts to preserve regional languages using a bilingual inheritance model are prioritized for language speakers themselves, especially the next generation who are starting to be exposed to globalization and therefore tend to forget regional languages and literature. If we look at the level of language threat, it starts from safe, vulnerable/unsafe, threatened, seriously threatened, threatened with extinction, even extinct or lost. In the Maluku area itself, it can be categorized as threatened to endangered. The inheritance model is carried out to pass on regional languages to the next generation as speakers of regional languages in order to save, preserve and transfer regional languages as heirs. This research aims to produce a model for the inheritance of bilingualism based on local culture in Maluku in the form of bilingual books and validate the feasibility of local culture-based folklore books for educational circles and the community in Maluku. The method used in this research is research and development (R&D). The model used in this research is a 4-D model (four-D model) which consists of 4 stages, namely (1) defining, (2) designing, (3) developing, and (4) disseminate (disseminate). The results of the material/content expert validation percentage were 93% (very valid), the language expert validation percentage was 93% (very valid) and the percentage of design experts was 95%. This shows that the product has passed the validation stage and is ready to be tested in the field because it meets the assessment criteria. After carrying out product trials, the following percentage results were found: (1) trial results. Small group student responses with an average value of 78.8%. The results of the student response analysis in the field trial were 94% (very practical) and the results of the teacher's response test in the field received a score of 79 (very practical).

INTRODUCTION

An advanced society always changes according to the development of a better life. They are always looking for new information so as not to be out of date so they can compete with other people, for example in the use of foreign languages. However, without realizing it, amidst the incessant efforts to modernize themselves, society is also required to always be aware of and preserve its cultural wealth, namely regional languages which have existed as intellectual property for a long time. This regional language is the result of our ancestors' creativity in everyday communication to deal with any situation. Through a deeper understanding of the role and impact of language in the digital era, students from the indigenous generation will become agents of change who are able to maintain and enrich the diversity of languages in Indonesia (Sunendar 2024).

One of the riches of the Indonesian nation that is rarely shared by other nations is the existence of various regional languages which are used daily by the majority of Indonesian people.

Therefore, regional languages, also known as ethnic languages or mother tongues, were designated by UNESCO on February 21 as International Mother Language Day. Of course, this has a role in preserving and strengthening the resilience of the nation's culture (Marwadi 2005). What UNESCO has done shows how important it is to maintain the use and empower the function of regional/ethnic/mother languages in the supporting communities.

Regional languages have an important role in preserving culture. Forming a society so that it has a national and state identity, this is stated in the 1945 Constitution Chapter XV Article 32 Paragraph (2). The development of cultural locality needs to be preserved through the Bilingual Inheritance Model by developing a text/story based on two languages, Indonesian and regional languages. This cultural development is not the responsibility of the State and Government but also of the community as users of regional languages themselves. The identity of the Indonesian nation remains *Bhinneka Tunggal Ika* which must be lived by upholding Unity (*Sunity*) which will always exist despite the diversity (*Bhinneka*) of regional languages used in daily communication media. In the 1945 Constitution, Chapter XV, Article 36, which states that the state language is Indonesian. This can be interpreted that Indonesian has two important positions, namely as a national language and as a State language which is used as a communication tool for Indonesian society. This is in line with Law No. 5 of 2017 concerning the promotion of culture. In article 1 paragraph (3) concerning the Advancement of Culture, it is an effort to increase cultural resilience and the contribution of Indonesian culture in the midst of world civilization through the Protection, Development, Utilization and Development of Culture. (4) Protection is an effort to maintain the continuity of culture which is carried out by means of inventory, security, maintenance, rescue and publication. From several provisions contained in the Law above, it can be concluded that language use is a process of selecting linguistic forms to express meaning. Language is functional, meaning that the use of language can never be separated from the context, because the form of language used reflects the ideas, attitudes, values and ideology of the user. Language is a means of forming human thinking. Regional languages are very important to preserve because they are a form of salvation from the extinction of the language itself. The inheritance of language in the family domain will have a significant influence in preserving regional languages. The preservation and extinction of a language depends on the inheritance process, because a language will become extinct if it is not inherited.

Research for language mapping in Indonesia carried out by the Language and Book Development Agency, Ministry of Education and Culture was carried out from 1991 to 2019. Regional languages (excluding dialects and subdialects) in Indonesia have been identified and validated as many as 718 languages from 2,560 observation areas. This number is spread across all provinces in Indonesia, starting from Sumatra, Aceh, North Sumatra, West Sumatra, Bengkulu, Riau, Riau Islands, Jambi, South Sumatra, Lampung, Bangka Belitung Islands, Java and Bali, DKI Jakarta, West Java, Banten, Central Java, Special Region of Yogyakarta, East Java, Bali, Kalimantan, West Kalimantan, Central Kalimantan, South Kalimantan, East Kalimantan, North Kalimantan, Sulawesi, West Sulawesi, North Sulawesi, South Sulawesi, Southeast Sulawesi, Central Sulawesi, Gorontalo, Papua, West Papua, West Nusa Tenggara, East Nusa Tenggara, Maluku and North Maluku. Meanwhile, for the Maluku region itself, there are around 80 languages that have been discovered. This means that the Maluku Islands region has 11% of the number of regional languages included in the Ministry of Education and Culture's Language Map data. This is the number that has been discovered, but it should be noted that Maluku is an island-based area, with a percentage of a group of islands that are part of the archipelago. Geographically, Maluku is divided into three regions that are different from each other: North Maluku, Central Maluku and Southeast Maluku. At the beginning of independence, the three of them were separate districts (with the exception of Central Maluku which also includes Ambon City) in one Maluku Province before finally being divided into smaller districts and cities, culminating in the expansion of North Maluku into its own province at the end of the nineteenth century.

An agency called the Summer Institute of Linguistics (SIL) International with the Ethnologue project and the United Nations Educational, Scientific, and Cultural Organization with the Atlas of the World's Languages in Danger program have conducted research on language diversity.

However, due to differences in methodology, the number of languages mapped by these institutions also varies. The Summer Institute of Linguistics states that the number of languages in Indonesia is 719 regional languages and 707 of them are still actively spoken. Meanwhile, Unesco has only recorded 143 regional languages in Indonesia based on the vitality status or vitality of the language. In Maluku itself, even though there are only two provinces in the Maluku Islands, there are many regional languages in Maluku. There are 70 regional languages in Maluku. This means that more than 10% of Indonesian regional languages are found in the Maluku islands. Data on the number of regional languages is official, from the Ministry of Education and Culture of the Republic of Indonesia.

Indonesia's regional languages and literature are invaluable wealth and must be preserved. Each region has a variety of languages from different families and is a characteristic and cultural treasure of a region. Law No. 24 of 2009 Article 42 states that: "Regional governments are obliged to develop, foster and protect regional languages and literature so that they continue to fulfill their position and function in social life in accordance with current developments and so that they remain part of Indonesia's cultural wealth." Sunendar (2018) stated that language politics in the education sector gives a special role and position to the Indonesian language. This specialty is undeniable because from elementary school to university, it still requires careful planning in learning practice. Regional languages as intellectual property tend to be less aware of by people who speak that language, especially the younger generation and even school children in areas that use that language. They tend to use "slang" language as a means of communication. They consider modern language to be more effective than regional language which sounds more ancient and outdated or less cool when used. This resulted in the regional language being gradually abandoned and even forgotten or lost.

The development of language and literature in Maluku itself can be categorized as subordinate literature, not to say marginal. This view is based on the empirical fact that literary works and authors from Maluku are almost never recorded in the history of modern literature in Indonesia. Writers from Maluku are very rarely found in the ranks of Indonesian national writers, especially in the period before the 2000s. In fact, within the framework of locality, literature in Maluku is still alive and developing, although not as active and intense as other regions in western Indonesia. This empirical fact is reinforced by other supporting facts, namely the geographical location which is quite far from literacy centers in Indonesia, a very strong oral culture, uneven literary education, and the lack of interest in developing local languages in Maluku. With so many regions spread across Maluku, each region has its own unique regional language which is often used in everyday life, but there are also many regional languages which are not yet known and are listed as dangerous in Indonesia due to the lack of development and recognition of regional languages. itself is intellectual property that should be protected and preserved so that it does not become extinct due to development.

Sunendar (2018) stated that language politics in the education sector gives a special role and position to the Indonesian language. This specialty is undeniable because from elementary school to university, it still requires careful planning in its learning practices. There are several challenges or obstacles faced in implementing language planning at the elementary level, including: Students must have an attitude of loving and understanding the function of language as a unified language. At the elementary school level, teachers are actually very good at implementing this, in one class students can come from various ethnic groups, so it is very appropriate that Indonesian, according to its function, can be used as a unified language (Sunendar et al, 2021). Children are expected to be able to build and form competencies to map various problems while being able to solve the problems they face, metacognitive thinking skills and critical thinking (N. Yeffa et al. 2023).

In the era of globalization and the development of information technology, it also threatens the existence and preservation of regional languages, making them vulnerable to displacement. The decline in the number of speakers and the invasion of foreign languages are the main indicators of the erosion of the existence of regional languages and literature. Azizah (2019) stated that over time, along with developments in communication technology, language

development has become rapid. Apart from the development of communication technology, this encourages language development, but it also raises problems regarding the existence of good and correct Indonesian. This is supported by the emergence of social networking sites in cyberspace which are used by the public. In line with this, there is a need for efforts to preserve regional languages, this can be done in various ways, for example using regional languages when at home, holding events that can preserve regional languages or through development research in preserving regional languages. Therefore, researchers are interested in developing a model of bilingual inheritance based on local culture in Maluku through the development of a book which was developed through analysis of folklore using bilingualism, namely Indonesian and the Maluku Regional Language, then taking the types of words in the story including nouns, verbs, adjectives, adverbs, pronouns, numeralia, conjunctions, prepositions, articles and interjections. This was done with the aim of preserving and enriching the local cultural treasures in Maluku. Efforts to develop Maluku Local Bilingualism are carried out as an effort and initial step in empowering and preserving regional languages in order to create effective, creative communication and be able to provide fast feedback for the sake of creating a harmonious life. Apart from that, efforts to preserve regional languages using the bilingual inheritance model are prioritized for language speakers themselves, especially the younger generation who are starting to be exposed to globalization and therefore tend to forget regional languages and literature.

The regional language inheritance model carried out by the heirs is to save, preserve and transfer regional languages. Regional language inheritors are parents who have the obligation to pass on or teach regional languages to the next generation of regional language speakers. The inheritance model used in this research is to develop a product in the form of a teaching material book containing Maluku folklore originating from several regions in Southwest Maluku Regency. The literacy reading materials used as research objects are folklore books. Folklore was chosen as the object of research study because folklore has good life values to convey to children (Sillett, 2020). Folklore also functions as a medium for children's self-development. Folk tales can also be used as cultural and tradition lessons told by teachers in schools (Chatterjee et al., 2019). The aims of this development are 1) to produce a model of bilingual inheritance based on local culture in Maluku, and 2) to validate the suitability of the book local culture-based folklore for educational circles and society in Maluku. The material developed in this book is in the form of folklore originating from several regions in Maluku, especially in Southwest Maluku Regency. Information about the text in the story is in the form of vocabulary in a regional language in Maluku. Consists of language word types and is developed into word types and explanations in bilingual form. The material packaged is not only in the form of text but also added with interesting and contextual images, namely concrete images in Maluku, the source of which can be taken from the surrounding environment as needed. For example, the images mentioned in the types of words include nouns, verbs, adjectives, adverbs, pronouns, numeralia, conjunctions, prepositions, articles and interjections.

METHOD

The method used in this research is research and development (R&D). Research and Development is a research method used to produce certain products and test the effectiveness of these products. The model used in this research is the 4-D model (four-D model) proposed by Thiagarajan et al. The 4-D development model consists of 4 stages, namely (1) defining, (2) designing, (3) developing, and (4) disseminating. This method and model was chosen because it aims to produce an inheritance model product in the form of a book. The product developed was then tested for suitability using validity and product trials to find out to what extent the book was suitable for use by elementary school teachers and students.

RESULTS

This section presents the results of research and development that has been carried out regarding the development of a Bilingual Inheritance Model Based on Local Wisdom in Maluku. The contents of research and development results include: (a) data analysis, and (b) product revision.

3.1. Data analysis

Data analysis was carried out to determine the level of achievement based on the criteria set by the researcher. These criteria include validity, attractiveness, practicality and effectiveness of book products based on local wisdom-based bilingual inheritance in Maluku. The results of the data analysis will be presented in two sub sections, namely formative analysis data and summative analysis data

3.2. Product Revision

Based on data analysis, the results showed that the percentage of product validity was 94%, product attractiveness was 79%, product practicality was 86%, and product effectiveness was 90%. This shows that the teaching material products used are very valid, interesting, practical and very effective to use. However, based on suggestions and input during the trial, there were several parts that needed to be revised.

One example of product revision that has been carried out by researchers regarding the Product Development Model for Bilingual Book Inheritance Based on Local Wisdom in Maluku will be shown in Table 15.

Table 15. Revised Content, Language and Design Validation Results

| REGIONAL STORIES | BEFORE REVISION | AFTER REVISION |
|--|-----------------|----------------|
| The story of the area of origin of Wetan Island, Kab. Southwest Maluku | | |
| Story of the Origin of Masela Island, Kab. Southwest Maluku | | |
| Story of the Origin of Damer Island, Southwest Maluku Regency | | |
| Story of the Origin of Babar Island Kab. Southwest Maluku | | |

| | | |
|---|---|--|
| <p>Story of the Origin of Tapa Island, Kab. Southwest Maluku</p> |  |  |
| <p>The story of the origin of the village of Abusur Kisar, Southwest Maluku Regency</p> |  |  |
| <p>The story of the Ilwaki village area, Wetar Island, Southwest Maluku Regency</p> |  |  |

DISCUSSION

The product developed in this research is a Model of Language Inheritance in Bilingual Books Based on Local Culture for Elementary School Students in Maluku. Based on the results of data analysis and revision results, the following results were obtained:

1. Development of bilingual teaching materials with a local culture-based language inheritance model for elementary school students in Maluku using the Dick & Carrey development model which has been modified by researchers, namely: (1) Identification of the initial product design, (2) analysis of the availability of learning resources (3) analysis of user characteristics, (4) identifying learning, (5) developing initial product design (6) Developing Validation Instruments (7) carrying out content, language and design expert validation, (8) formative evaluation, (9) product revision, and (10) Development product deployment stage

2. The results of the material/content expert validation percentage were 93% (very valid), the percentage of language expert validation was 93% (very valid) and the percentage of design experts was 95%. This shows that the product has passed the validation stage and is ready to be tested in the field because it is difficult to meet the assessment criteria. After carrying out product trials, the following percentage results were found: (1) small group student response trial results with an average value of 78.8%. the results of the analysis of student responses in the field trial were 94% (very practical) and the results of the teacher response trials in the field received a score of 79 (very practical).

CONCLUSION

The development product of this research is the Bilingual Inheritance Model Based on Local Knowledge in Maluku. Based on the results of data analysis and revision results, the following conclusions were obtained:

1. Development of a Bilingual Inheritance Model based on local wisdom in Maluku using the Dick & Carrey development model which has been modified by researchers, namely: (1) Identification of the initial product design, (2) analysis of the availability of learning resources (3) analysis of user characteristics, (4) identifying learning, (5) developing initial product design

(6) Developing Validation Instruments (7) carrying out content, language and design expert validation, (8) formative evaluation, (9) product revision, and (10) Product development deployment stage

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