



## Analysis of Teachers' Ethnolinguistic Knowledge at Primary School in Pemayang District

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### ABSTRACT

**Purpose of the study:** This study aims to determine the knowledge of class teachers about ethnolinguistics and ethnolinguistics in Elementary school at Pemayang sub-district, Pemayang, knowing strategies or knowing the strategies or ways teachers implement ethnolinguistics and the obstacles experienced by teachers in implementing ethnolinguistics in learning the Pemayang sub-district Elementary School.

**Methodology:** This research also uses qualitative methods. This data was collected using interview techniques. Apart from that, it's high class. This data was collected using interview techniques. Apart from that, document analysis is used in the form of lesson plans which are used by teachers to complement document analysis in the form of lesson plans which are used by teachers to complete and strengthen data from questionnaires and interviews so that research results can be more and strengthen data from questionnaires and interviews so that research results can be more credible/trustworthy.

**Main Findings:** the results obtained from the questionnaire data of 18 respondents show that for the category of high ethnolinguistic knowledge there were 4 out of 18 teachers with a percentage of 22.2%, medium 55.6% with a total of 10 out of 18 teachers, low as many as 4 out of 18 teachers with percentage 22.2%. This shows that elementary school teachers in Pemayang subdistrict have dominant ethnolinguistic knowledge in the medium category with a percentage of the medium category, by 55.6% that is as much 10 of 18 person Teacher.

**Novelty/Originality of this study:** The research makes a new contribution to the field of education by exploring in depth teachers' understanding of the relationship between language, culture and the learning process. This research opens the door to a more comprehensive understanding of how ethnolinguistic factors influence learning approaches at the primary level, particularly in diverse cultural contexts in Pemayang Regency.

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## 1. INTRODUCTION

The curriculum is part of the components of the education system as well as a guideline in the implementation of educational activities [1]. The curriculum was developed based on the principles of

curriculum development [2]. One of the principles in development curriculum that is curriculum developed according to the unique cultural content of each region [3]. Optimally, a curriculum should contain a body of cultural content that has the potential for the realization of the goals (The curriculum must contain cultural content that has the potential to realize the objectives). Furthermore, Law Number 20 of 2003 Chapter X Article 36 paragraph (2) concerning Curriculum state "Curriculum on all level And type "Education is developed with the principle of diversification in accordance with educational units, regional potential and students."

Diversification is a government effort within the framework of educational decentralization by including local wisdom content [4], [5]. Curriculum diversification as follows: The content in curriculum diversification also describes the variety of potential that exists in the region, like wisdom local, culture local, source [6], [7]. Power natural, norm And values that require agreement at the regional level. Furthermore, Culture is maintained or modified through education by way of curriculum development (Culture maintained or modified through education through development curriculum) [8], [9].

Specificity internal regional potential curriculum important because each region has different characteristics and needs. Curriculum includes the differences and diversity of each region, so that every graduate of the institution education can develop the area alone [10]. The goal namely, so that students have a national character personality that originates from the noble values contained in the nation's cultural riches. Currently, the implementation of the 2013 curriculum should include learning based on local wisdom, especially in elementary schools. Government action in order to preserve culture, especially local wisdom of an area through education, has been implemented since implementation of the Unit Level Curriculum

Education based wisdom local can integrated to in learning content [11], [12]. Learning that integrates local wisdom values is important, considering that this is an effort in the process of preserving Indonesia's diverse culture [13], [14]. Especially regional and provincial languages Jambi own Language area Which known with Language Jambi Malay Which is tool communication Which used in society's daily life. Jambi Malay is a language that plays an important role in the history of Sumatra. Apart from language, local wisdom also has religious values, for example in traditional seloko as a way of life originating from the Islamic religion.

Local wisdom in terms of language has an important role in life because language and culture are interconnected [15]. Language and culture are related to each other Another thing is because to understand a culture you have to understand the language first and For understand Language so must understand about culture." The intended use Language area Jambi that is so that Language area with Malay dialect Jambi can preserved. This can implemented through a process education. Integration values wisdom local on context Language to in learning is called ethnolinguistics [16]. Ethnolinguistics is learning that teaches how local wisdom is used as a concept in learning in a language context that is structured based on values that are constructed based on students' learning experiences.

Learning that integrates local wisdom values has an impact on education, especially in elementary schools. Learning will become more meaningful, meaning that what is learned is in the student's environment [17]. Children automatically introduced on inheritance culture from public they And learn to appreciate And judge it. Through knowledge ethnolinguistics Which integrated into learning, can make students feel proud of having a culture, so that Teacher can explore interest student to culture and develop character values.

Based on a preliminary study carried out on September 27-October 27, the implementation of learning using ethnolinguistics in low and high classes in 3 State Elementary Schools in Pemayang sub-district has been carried out but the implementation not yet implemented properly optimal. In particular, the insertion of regional languages into learning has not been implemented optimally because teachers have not yet explored ethnolinguistics knowledge in learning [18]. Based on analysis document, can is known that Ethnolinguistics has not been included by the teacher. Instructions for the use of ethnolinguistic knowledge included in the preparation of lesson plans have not been provided by the education office. Apart from that, based on the background of these teachers, not all teachers come from the Jambi area because there are teachers who come from other areas so these teachers lack the ability to explore ethnolinguistic knowledge in Pemayang sub-district. The lack of teachers in exploring ethnolinguistics into learning is due to the weak abilities of teachers in the field of ethnology. Education which approach or based on local wisdom will certainly be successful if the teacher understands the insights of local wisdom itself [19]. Teachers who do not understand local wisdom tend to less sensitive to local cultural diversity [20]. These conditions prove that teachers experience pedagogical competence problem.

Urgency if learning is not applied by integrating knowledge ethnolinguistics, so worried culture Indonesia especially regional language speakers will become extinct and there will be a character crisis. Apart from that, students as the nation's next generation can lose their identity along with technological developments and the influence of foreign cultures [21]. Through ethnolinguistics included in learning, can make student feel proud own Language area. So that, teacher can explore students' interest in culture and develop character values. Teachers must be able to create innovative learning based on assignments The teacher is to bridge the knowledge students gain from their environment with the new knowledge they will gain at school [22]. The aim is for learning to be contextual so that students can easily understand learning. Therefore, it is important for teachers to

have ethnolinguistic knowledge. Research that is appropriate to the context is ethnolinguistic in perspective learning not yet found. However there is study relevant which is studied from the value of local wisdom in learning and using regional languages.

Based on the background explained above, it is important to carry out research on teachers' knowledge about ethnolinguistics in Elementary school. Research on Analysis of the Ethnolinguistic Knowledge of Elementary school. Teachers in Pemayang Regency has very important relevance in the context of multicultural education. Elementary schoolteachers who understand ethnolinguistics can interact more effectively with students from diverse cultural and linguistic backgrounds in the region. By understanding linguistic and cultural differences, teachers can develop learning strategies that are more inclusive and responsive to student needs. In addition, this kind of research can also help increase understanding of local cultural identities and encourage respect for diversity in educational contexts [23]. Thus, this research not only makes an important contribution to improving the quality of education in Pemayang Regency, but also strengthens social and cultural integration in the educational community. This is the reason why researchers are interested in conducting research because this study aims to determine the knowledge of class teachers about ethnolinguistics and ethnolinguistics in Elementary school at Pemayang sub-district, Pemayang, knowing strategies or knowing the strategies or ways teachers implement ethnolinguistics and the obstacles experienced by teachers in implementing ethnolinguistics in learning the Pemayang sub-district Elementary School.

## **2. RESEARCH METHOD**

### **2.1 Type of Research**

Study This held in three school base which is at in Pemayang District, Batanghari Regency. The time for carrying out this research was adjusted to the predetermined schedule, namely in the odd semester of the 2018/2019 academic year. Based on the problem and objectives to be researched, this research uses a combination approach (mix methods). Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms it involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study [24]. Mixed methods research is an approach to inquiry that combine or associate Good form qualitative as well as quantitative, involve assumption philosophical, use approach qualitative and quantitative, And mixing second approach in A study [25].

### **2.2 Data Collection Techniques**

Data collected is data about the extent to which teachers have knowledge about ethnolinguistics which is collected through a questionnaire in the form of numbers. First data used For answer question number 1 that is How ethnolinguistic knowledge of class teachers in elementary schools in Pemayang sub-district. This research also uses qualitative methods . Question number 2 requires qualitative data, namely data about teachers' ways of implementing ethnolinguistic knowledge in learning in lower and higher grades. tall. Data This collected with technique interview. Besides it is used analysis document form lesson plan which used teacher for complete and strengthening data from questionnaires and interviews so that research results can be more credible/trustworthy. The research design used in this research is a sequential design explanatory. Method study combination model sequential explanatory characterized with collection data And analysis data quantitative on first stage and followed by collecting and analyzing qualitative data in stage to two, To use strengthen results study quantitative Which done on stage First.

### **2.3 Data Analysis Techniques**

In this research, quantitative data analysis techniques used descriptive statistics. Statistics descriptive is statistics are used to analyze data by describing or illustrating the data that has been collected as it is without intending to make general conclusions or generalizations. Use of statistics descriptive because on study This researcher want to describe data sample [26]. Statistics descriptive can used when researcher just wanted to describe data sample, And don't want to jump to conclusions Which applies For population Where sample taken. Data analysis is a process look for And compile in a way systematic data Which obtained from Interview result, notes field and other ingredients, so it can be easy understood and the findings can be shared with others.” This research uses Miles and Huberman model analysis. Activities in data analysis, namely data reduction, data display and conclusion drawing/verification. The initial conclusions put forward are still temporary and will undergo changes if strong supporting evidence is not found at the next stage of data collection [27]. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Conclusions in qualitative research are new findings that have not previously existed. Findings can be in the form of a description or picture of something object Which previously Still dimly lit or even dark, so after research it becomes clear. This conclusion can be in the form of a causal or interactive relationship, as well as a hypothesis or theory.

## 2.4 Research Procedures

Following this procedure or stages study which used in this research :

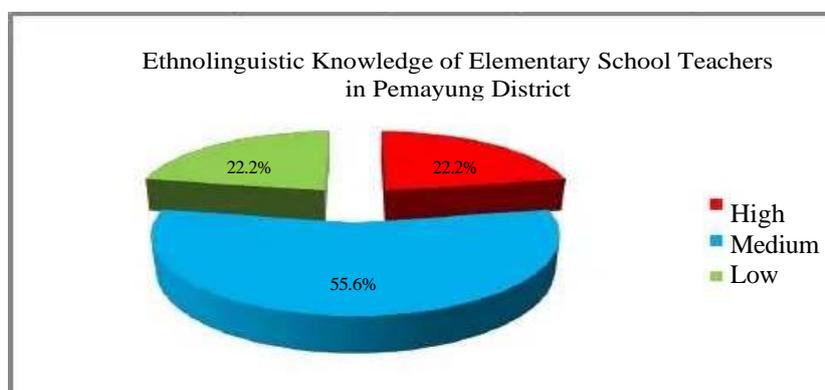
1. Researcher carry out studies introduction form interview beginning and preliminary document analysis. This activity was carried out to obtain initial data regarding knowledge Teacher about ethnolinguistics on class low And class tall at school base Pemayung sub-district.
2. Researchers carried out the quantitative study stage first. The data collection technique used in the quantitative study was using a teacher knowledge questionnaire about ethnolinguistics in low and high classes in elementary schools in Pemayung sub-district. The instrument was tested first using data validity tests, namely content validity tests, construct validity tests and external validity tests. Next, in the data analysis technique, data processing using SPSS was used. Quantitative data results are used to check and improve the correctness of data from questionnaires.
3. Next, researchers carried out a qualitative study. The qualitative data collection technique used was structured interviews regarding teachers' knowledge of ethnolinguistics in low class and high class learning in elementary schools in Pemayung sub-district. Apart from that, document analysis in the form of RPP was used. The interview and document analysis instruments were tested first using data validity testing techniques, namely content validity testing and construct validity testing. The data obtained was processed using the Miles and Huberman model analysis which consists of data reduction and presentation stages data and drawing conclusions. In qualitative data analysis, triangulation techniques are used, namely using different data collection techniques (questionnaires, interviews and document analysis) to obtain data from the same source.
4. The data obtained from the questionnaire results were adjusted to the data from the interviews and then adjusted again to the data from the document analysis. So that the results of the quantitative and then qualitative studies, concluded regarding teacher knowledge and implementation of learning about ethnolinguistics in low and high classes in Pemayung sub-district elementary schools as well as the factors that constrain teacher knowledge about ethno-linguistics to be implemented in low and high classes in sub-district elementary schools. Umbrella. The results of this research are an analysis of the ethnolinguistic knowledge of elementary schoolteachers in Pemayung District.

## 3. RESULTS AND DISCUSSION

The results of this research consist of quantitative results and data qualitative. Quantitative data was obtained from questionnaire results and qualitative data was obtained from interviews and document analysis. To answer research question number 1 (How is the ethnolinguistic knowledge of elementary school teachers in Pemayung subdistrict) data is needed on the ethnolinguistic knowledge of elementary school teachers. Data about teachers' ethnolinguistic knowledge was collected using a questionnaire. The questionnaire is in Appendix 1. The respondents in this study were 18 teachers in 3 state elementary schools in Pemayung sub-district.

Table 1. Results Questionnaire Knowledge Ethnolinguistics Teacher School Base in Subdistrict

Range	Category	Amount	%
18 – 24.5	Low	4	22.2 %
25 – 36.5	Medium	10	55.6 %
37 – 44	High	4	22.2 %
Total		18	100 %



Picture 1. Diagram Knowledge Ethnolinguistics Teacher School Base in Pemayung District

Based on the image in the graph above, the results obtained from the questionnaire data of 18 respondents show that for the category of high ethnolinguistic knowledge there were 4 out of 18 teachers with a percentage of 22.2%, medium 55.6% with a total of 10 out of 18 teachers, low as many as 4 out of 18 teachers with percentage 22.2%. This shows that elementary school teachers in Pemayung subdistrict have dominant ethnolinguistic knowledge in the medium category with a percentage of the medium category, by 56% that is as much 10 of 18 person teacher. Ethnolinguistics is a field of study that studies the relationship between language and culture. It includes how language is used in specific cultural contexts, how culture influences language development, and how language reflects a society's identity and values. Ethnolinguistics helps understand how people communicate, how traditions and stories are shared, and how social relationships are formed through language [28], [29]. By studying ethnolinguistics, we can see how important language is in maintaining the cultural heritage and identity of a human group.

Qualitative results show that the majority of teachers have sufficient understanding of the importance of understanding cultural and language contexts in the learning process, but there are still similarities in the concrete application of these concepts in everyday teaching [30], [31]. This indicates the need for increased training and ongoing education for teachers to deepen their understanding of ethnolinguistics and apply it effectively in classroom practice. In addition, these findings also provide valuable insight for education policy in Pemayung Regency to develop professional development programs that suit teachers' needs in enriching learning approaches that are centered on cultural and linguistic diversity.

This research is in line with research proposed by [32], the application of ethnolinguistics in elementary schools is very important because it helps appreciate and understand the cultural and linguistic diversity that exists in society. Through ethnolinguistic learning, children can learn minority or regional languages which are often marginalized in the school curriculum [33], [34]. This opens their minds to the diversity of languages around them and increases tolerance and appreciation for differences. Apart from that, ethnolinguistic learning can also strengthen students' cultural identity, because they will feel recognized and appreciated for their own language and culture [35], [36]. Thus, the application of ethnolinguistics in elementary schools not only helps enrich students' learning experiences, but also supports the creation of an inclusive and multicultural environment.

The limitation of the problem in this research is only for class teachers' knowledge, implementation and obstacles in implementing ethnolinguistic science in low class and high class learning in elementary schools in Pemayung sub-district. It is hoped that the results of this research will provide benefits for developing and strengthening theories regarding ethnolinguistic learning which can then be applied to improve the quality of educators and education [37], [38]. The recommendation that can be suggested is the need to develop continuous training and education programs for elementary schoolteachers to increase understanding and application of ethnolinguistic knowledge in learning [39]. Apart from that, it is also necessary to integrate a curriculum that accommodates ethnolinguistic aspects in the preparation of learning materials, thereby creating an inclusive and supportive learning environment for students with diverse ethnolinguistic backgrounds [40]. Apart from that, further research needs to be carried out to deepen understanding of the relationship between teachers' ethnolinguistic knowledge and student learning outcomes, as well as to evaluate the effectiveness of implementing the recommendations proposed in this research.

#### 4. CONCLUSION

From the research results, it can be concluded as follows the ethnolinguistic knowledge of elementary schoolteachers in Pemayung sub-district is in the medium category. Implementation of ethnolinguistic knowledge of elementary schoolteachers in Pemayung sub-district is carried out by (a) using regional languages as the language of instruction in learning which is carried out by inserting regional languages during core learning activities, namely when giving explanations to students; (b) by inserting regional languages into learning spontaneously; (c) integrating regional languages into the learning content is carried out when giving examples of the use of vocabulary in regional languages; (d) linking one theme to another theme. The obstacles faced by teachers in implementing ethnolinguistics in low class and high class learning are (a) the student environment is a migrant community; (b) there are differences in the abilities or knowledge of each student.

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