






Developing Community-Based Education through Sociolinguistics Approach to Increase Education Independence in Kampung Naga West Java Indonesia

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Abstract. This paper sheds on the implementation of community-based education through Sociolinguistics approach in Kampung Naga, a cultural village in West Java, Indonesia. The background of this society engagement is from the importance of understanding community needs and how to solve problems in society by taking into account the potential capabilities that exist in the community. Kampung Naga as a Sundanese traditional village has the potential to become a community-based education in improving educational independence. Indigenous community group located in Kampung Naga, West Java, Indonesia have great potential to create community-based education since this group manages the cultural and economic tourism sector in Kampung Naga, unfortunately the potential that is managed still has challenges. The solutions offered are integrated using a sociolinguistic approach to solve the problems sustainably. The society engagement program aims to increase educational independence through community empowerment integrated with local cultural values.

Keywords: Community based Learning, Sociolinguistics in Education, Kampung Naga Indigenous Society, Literacy Society Engagement Program.

1 Introduction

The goal of educational independence is to assist society in realizing its full potential so that it can become independent. The nation of Indonesia has educational independence as one of its objectives. In order to enhance human resources, it is imperative to encourage education's independence in society, as inequality in access to formal and informal education affects that independence. Enhancing the independence of education is essential in areas with restricted access to education, where residents must travel outside the area to receive both official and informal education. A region's lack of educational independence and need for improvement can be indicated by several of the characteristics listed below, including (a) an increase in the percentage of residents in school-age dropping out; (b) difficulties in accessing education in the regions; and (c) low literacy rates among Indonesian children [1].

Kampung Naga in Tasikmalaya Regency is one of the districts in West Java Province which has cultural values that are still maintained. These cultural values that are still rooted in the community have the potential to be used as community-based education, namely community-based education. Based on data from the Tasikmalaya Regency Central Statistics Agency, the condition of education in Tasikmalaya Regency is that the average length of schooling is currently 7.73 years. This means that the average population aged 25 years and over in Tasikmalaya Regency only takes education equivalent to grade 1 or grade 2 of junior high school [2]. Based on these data, it means that the education of the people of Tasikmalaya Regency is still relatively low. The Human Development Index (HDI) is important because it explains how the population can access development results in obtaining education, the economy, and so on.

The potential for cultural tourism in Kampung Naga is very large [3]. This is indicated by the level of tourist arrivals. Tourist visits to Kampung Naga come from foreign and domestic tourists.

Even though the local community does not recognize the tourism development that has been carried out in Kampung Naga, tourism activities are still running. It was proven that there was a local tour guide there who accompanied visitors when they arrived [3].

The Kampung Naga community group located in Neglasari Village, Salawu District, Tasikmalaya Regency, West Java Province is a group of local residents who have their main livelihood as farmers, but besides that, they also manage the field of cultural tourism and financial management of tourism activities in the form of management of tour guide and MSME costs. However, the potential for managed cultural and economic tourism has challenges, especially in its management. Society is a translation of society or community. Society is often defined as "general society", while community is "local society" or "paguyuban" [4].

Through local cultural values integration and community empowerment, this initiative seeks to strengthen education's independence. The goal of the Ministry of Education, Culture, Research and Technology is to improve access to community-based non-formal education, so it is vital to implement this program to raise the index of education that is integrated with local cultural values.

This study is a research and development (Research and Development). The product developed is an English Guide Book by integrating local culture through a Genre Based Pedagogy (GBP) approach. The development model adopted in this study is the ADDIE development model, which consists of five steps, namely: Analysis, Design, Development, Implementation, and Evaluation. When creating teaching media-based instructional materials, practitioners, researchers, and educators have all made extensive use of the ADDIE model [5]. The researchers examined learning objectives, instructional goals, and learner difficulties throughout the analytic phase. Additionally, a series of interview questions and participants' speaking linguistics assessment were included by the researchers in order to examine the challenges faced by participants as they attempted to acquire speaking abilities. The notion of mistake analysis was employed by the researchers to identify the spoken works of the students [6]. The errors were categorized according to their types, and the frequency of occurrence, proportion of individuals who made errors, and categories were recorded in the table.

In the meantime, researchers created performance targets and calculated a task inventory during the design phase. These were arranged in accordance with the GBP theory's teaching/learning cycle [7]. Next, development phase, during this stage, was created by the exercises, activities, and materials and decided on the English- Indonesian picture book's backdrop and plot.

This study is a product of research and development (R&D). Using a Genre Based Pedagogy method, local culture was integrated into the creation based on teaching resource. The five steps of the ADDIE development model—analysis, design, development, implementation, and evaluation—were used as the basis for this study's development methodology. Teachers, researchers, and practitioners have utilized the ADDIE paradigm extensively when creating technology-based lesson plans. Sociolinguistics knowledge was used to create lesson plans and teaching materials. It was established by using basic social contact with basic forms of politeness. This study used sociolinguistics approach with culture encompasses a wide range of social constructs, such as a way of life, dietary preferences, dress codes, regional customs, values, and traditions. In general, culture is an environment that people have made. Culture is anything that is associated with a group based on things like fashion, attire, traditions, etc. This is the reason why culture is an integral part of learning a language. The study's population consisted of the indigenous community group located in Kampung Naga who joined the community-based education through Sociolinguistics approach in Kampung Naga, for a total of 25 participants.

2 Result and Discussion

2.1 Analysis Phase

The data was gathered by using questionnaires, direct interviews, and linguistics assessment with speaking test. It was then utilized to look at the participants' learning progress in community-based education. The interviews and linguistics assessment with speaking test were exposed for the students' problems in learning English, including vocabulary, syntax, and grammar. Teaching and learning were included in this program. The basis of education is made up of these two. The greatest teaching resources, in Tomlinson's opinion, should be focused on the requirements and objectives of the participants [8]. It can be very beneficial in determining the course content and lecture format, as well as in guiding the selection of pertinent activities and evaluations to establish precise learning goals and objectives. Furthermore, this might assist the children in understanding exactly what they need to do and what they should study. Furthermore, the questions in the questionnaire included the model developed [9]. The purpose of this phase is to evaluate the content and language use of teaching media quality.

2.2 Discussion

Errors were found in the learner's work, such as idea repetition and grammatical, spelling, and punctuation mistakes. The majority of spelling errors were orthographic errors. Minute punctuation and capitalization errors were discovered [10]. To accurately comprehend a target language, one needs more than just grammatical ability, vocabulary breadth, and phonological awareness. The participants also need to be aware of the cultural norms and traits that are reflected in both languages. They consequently have to cope with the challenges posed by cultural variety [11]. Six stages of Bloom's taxonomy were formed by the creation of the objectives, including knowledge, understanding, application, analysis, and synthesis. In assessing the student's performance in relation to the goals, the requirements for both higher-order thinking skills (HOTS) and lower-order thinking skills (LOTS) were meant to be satisfied [12]. The media, language, and resources employed in the creation of the product were suitable for the instructional design and content [7].

After developing the product, evaluation of the product was examined. The total of 25 participants tested the product. They were asked to assess the product regarding materials, languages, pictures, and the media aspects. The following figure explains about the validation of the product from the participants. Based on the participants' assessment results, it can be concluded that the generated product meets the material, linguistic, and media requirements in a realistic manner.

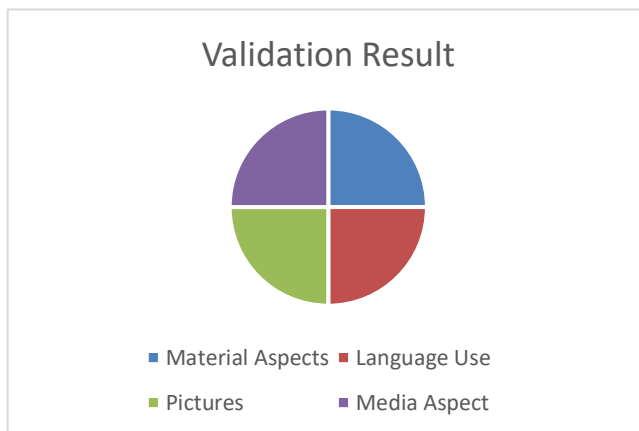


Fig. 1. The Result of Validation

3 Conclusion

The discussion section's argument demonstrated that the materials might be categorically categorized as an excellent and useful model for an English lesson. This argument supports the professional position as well as the thoughts of the students. The results of this study should greatly contribute to the creation of comprehensive lesson plans, instructional materials, and curricula for English language classes.

Acknowledgment

This program is important to carry out to increase the education index that is integrated with local cultural values by the objectives of the Ministry of Education, Culture, Research, and Technology in increasing the availability of access to community-based non-formal education.

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