

Local Wisdom of Kediri Text Base Learning

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LOCAL WISDOM OF KEDIRI TEXT BASED LEARNING

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Abstract

In implementing the 2013 curriculum learning tools have been facilitated in the form of teacher books and student books. In the teacher's book, it is explained that text-based Indonesian language learning is carried out in the following stages: 1) building context, 2) deconstruction of information, 3) pre-construction, 4) construction (Suherli, 2017: x). Each of these stages is important to examine the underlying assumption, describe the concepts and the new learning syntax of text-based learning so that it is easily understood and implemented by the teacher and the same time the material is easily understood by students. In Kediri, there are various local wisdoms that can be used as teaching materials to compile various types of relevant texts. Text topics characterized by Kediri local wisdom as a reference for compiling various types of texts can be taken from the actual news from the local mass media. Text-based writing learning is relatively faster to do so students must develop by choosing new topics through reading, listening, and viewing to explore current topics that are the latest community issues.

Keywords - local wisdom, text-based learning.

Introduction

The development of the language curriculum is constantly being adapted to the development of the latest learning theories and language teaching which at the same time can answer the challenges of the era of globalization in the international arena. This is the importance of understanding the function of language is a function associated with human social life. Thus, the language is nothing but a means to carry out social processes. In other words, the language used as a means of carrying out social processes is what gives birth to the text.

Therefore, the main feature of language learning in curriculum 2013 is text-based learning. Text-based learning is learning that requires students to observe the model text by analyzing its element: identifying the social context of the text, structure, language, and content. Understanding the elements of the text is used as the basis for the mindset to compile new texts with different topics. These activities are pursued based on a scientific approach that starts from knowing and understanding the text, then ends with compiling, making, or producing the text (Suherli, 2017: iii).

In implementing the 2013 curriculum learning tools have been facilitated in the form of teacher books and student books. In the teacher's book, it is explained that text-based Indonesian language learning is carried out in the following stages: 1) building context, 2) deconstruction of information, 3) pre-construction, 4) construction (Suherli, 2017: x). Each of these stages is important to examine the underlying assumption, describe the concepts and the new learning syntax of text-based learning so that it is easily understood and implemented by the teacher and the same time the material is easily understood by students.

What is even more interesting is that the text teaching material in addition can be taken from global issues as stated in the student book can also be found in the educational unit environment, such as culture, cases in the regions, various advantages found in certain areas or called as local wisdom. In Kediri, there are various local wisdoms that can be used as teaching materials to compile various types of relevant texts. Text topics characterized by Kediri local wisdom as a reference for

compiling various types of texts can be taken from the actual news from the local mass media. In Kediri there are several mass media that every day always broadcast information on events in Kediri, including: 1) print media, namely, Radar Kediri and Memo Kediri; 2) television media, namely Dhoho, Sigi, JTV, KSTV; 3) radio media, namely, Wijang Songko, Andika, and Bonansa. The news can be used as a lighter in compiling new texts after students observe the text that becomes the model.

Text Based Learning

Language learning aims to foster and develop communication knowledge and skills needed by students in taking education and the world of work. In general language learning aims to enable students to be able to listen, speak, read, view, and write. The five skill components are accommodated and developed based on the interrelated things, including: language (language knowledge and skill); literature (understanding, appreciating, responding, analyzing, and creating literary works); literacy (expanding language literary competencies in various purposes, especially for social purposes). Literacy aspect aims to develop students' abilities in interpreting and creating precise and accurate texts (Suherli, 2017). Therefore, content standards need to be developed, as one of the main references to developing teaching materials so that graduate competencies are achieved.

In developing content standards text-based learning has been developed with the theory of CLIL (Content Language Integrated Learning). In the theory contains four concepts, namely: content, language, communication, cognition, and culture. These concepts essentially developed that between language and content are two things that support each other. Language learning should have a social impact on students.

With genre-based learning, text is seen as not something autonomous, text has a social function. In text-based learning, the discussion of lexical, grammatical units must be in the form of discussion of linguistic units related to the structure of thinking, which is the social purpose of the text, not in the form of fragments as in the structural approach. Thus text is a manifestation of social processes (certain genres) that take place in the context of certain situations that have a charge of cultural values or norms. Text, thus, is one form of verbal behavior (Mahsun, 2014: 49)

Text-based language learning aims to enable language in the wearer 'social practices. In the process of constructing text, students through language are expected to be involved in social processes. For example, in the competence to write a job application letter, students not only gain knowledge about the type of letter, letter format, and writing skills in accordance with the structure of the letter but are also able to construct a letter that can raise the profile of the applicant so that the intended address can be considered based on the profile. Thus text-based learning, between language and society is interrelated and influences.

According to Watdhaugh (in Zamzani, 2017:251) language and society have the opportunity of linkage: the structure of language influences the structure of society the structure of society is interconnected but each other is independent. That way, the type of text structure will describe the structure of the narrative text telling events; the text of the social purpose procedure directs or teaches about the steps that have been determined: the text of the social purpose is to negotiate relationships, information on goods and services; expository text social goals or explain or analyze the process of the emergence or occurrence of something.

Scientific Approach in Text Based Learning

Text-based learning is closely related to the scientific approach because text-based learning is carried out with an approach. In the scientific approach there are scientific stages, and the initial or previous stages are basis for the next stage. In this case, learning places model text as a source of data to be observed and found it's a basis for producing new text with the structure, and the relevant language characteristics of the text. In practice, the scientific approach to text-based learning is carried out using systematic steps.

Kemendikbud (2013) provides the concept of a scientific approach in the learning process including components, "Observing", "Questioning", "Reasoning", "Trying" and "Communication" or often called SM. Observing activities should be a fun activity. The selected model texts can move students' interests, which reveal global and actual issues. For example, so that students have the competence to produce explanatory texts, model texts appear related to current natural phenomena such as earthquakes in Lombok, West Nusa Tenggara, Tsunami in Palu, Central Sulawesi, or social phenomena such as the Election of the President and Vice President

The questioning activities are expected to inspire students to actively discuss. In this case the teacher can choose an interesting discussion method. The discussion contributed to the participants to have an open and democratic attitude by using polite language, instilling for logical, systematic thinking, and drawing conclusions based on the data presented. In text-based learning questions can be directed at identifying the structure of the text and its language characteristics and process of constructing new texts.

Reasoning makes students able to practice thinking smartly and at the same time can reflect on the assessment of their work. Reasoning is a process of logical and systematic thinking of the facts observed. These facts are in text-based conclusions according to the objectives or indicators to be achieved. In text-based learning these indicators include identifying the social context of text, text structure and text language. From the process of reasoning and finding the elements of the text, students can establish a mindset in producing text. Trying activities require the courage of students to reconstruct the text without fear of making mistakes. From this trying stage, it is expected that students can develop their creativity in developing texts and building confidence in creating text. In the trying phase the teacher should suggest that students write text until it's finished. After that, editing is done both in terms of structure, language, and contents. The last process is to communicate the text that students write text that has been produced. The concept to communicating in accordance with Permendikbud Number 81A of 2013 is conveying the results of observations, conclusions based on the results communicating can be highlighted through oral presentations, by putting in school wall magazines as students' work or posting on the internet.

Kediri Local Wisdom

Sudikan (2003: 1) states that what is meant by the term local wisdom is scholarship or wisdom that is understood by people in certain culture area. Local wisdom is the basic knowledge gained from living in balance with nature. This is related to the culture in the community that accumulates and is passed on from generation to generation. This wisdom can be abstract and concrete, but an important characteristic is that it comes from experience or truth obtained from life. Wisdom from real experience integrates body, soul, and environment. This includes respect for parents, community leaders, and their environment. In addition, moral values are more emphasized than material things. The function of local wisdom include advice, trust, literature, and tabus (Wuryandani, 2008: 3).

The concept of local wisdom is a form of synthesis, a combination of local culture values and universal cultural values. Therefore, examples of local wisdom in a particular area can also be used as an example of universal local wisdom. For example, in the type of Kediri folklore narrative text, Legenda Gunung Kelud, there are examples of honest local wisdom values and at the same time honest local wisdom values can be used as an example as universal wisdom value. Local wisdom is manifestation of the strength of local or local communities by way processing universal culture into their own down-to-earth culture. Soebadio (in Ayatrohaedi, 1986: 18-19) states that local wisdom is a national cultural identity that causes the nation to be able to absorb and cultivate foreign cultures according to their own character and abilities.

That is, local wisdom is community experience that is obtained through learning in a very long time both experiences originating from their own region and foreign cultures that have been cultivated and very strongly attached to their lives. Local wisdom is a reality that is recognized as true and practiced in community life and has become a tradition. According to lfe (2002:195) local

wisdom includes six dimensions: (a) local knowledge dimension; (b) the dimension of local value; (c) local skill dimensions; (d) the local resource dimensions; (e) the dimensions of local decision-making mechanisms; (f) dimensions of local group solidarity.

Related to the application of producing various types of Kediri local wisdom texts, students are given the task to construct several types of texts. For example, to construct a type of procedural texts by focusing local wisdom on the dimensions of Kediri's local skill, students are asked to identify and analyze the social objectives of the model text, the structure of the model text, the model text language, and construct new texts on the procedure for making various types of Kediri food, tofu chips, sand crackers, steamed banana cake). Another example for this type of factual text by focusing on local wisdom is the dimension of Kediri's local natural resources, students are asked to produce factual texts by providing information about the local natural resources typical of Kediri (mango, pineapple, papaya, chili). The Process of finding information on various types of texts with the characteristic of Kediri local wisdom can be obtained from the process of listening, viewing, and reading.

Conclusion

Learning text-based languages is learning that makes the text base as a model. As is known in text construction there is a social context and text structure. The two components are then used as models to create new texts with different topics. There is various social context of text, including the social context of narrative texts, procedures, speeches, anecdotes, letters, expositions, and poems. Each of these texts has a different structure and character of the structure as a framework of essays to develop in compiling the overall composition.

So, in text-based learning the goal to be achieved is how students can write essays by modifying text as an example. Before composing, students are asked to look at the components of the text to be arranged as an essay. Text-based writing learning is relatively faster to do so students must develop by choosing new topics through reading, listening, and viewing to explore current topics that are the latest community issues.

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