PRESERVATION OF LOCAL LANGUAGE IN LEARNING THROUGH THE USE OF INNOVATIVE LEARNING MODELS

Meylan Saleh
Primary Techer Education, Universitas Negeri Gorontalo, **meylan.saleh@ung.ac.id**

INTRODUCTION

Learning is an activity that is inseparable from human life. Learning activities can develop the potentials that are innate. The components in learning activities are teachers and students. A teacher is required to have knowledge, skills and professional attitudes in providing learning to their students. Where teachers, to promote student learning, it is important for teachers to be aware of student achievement, as well as their individual learning resources, because this knowledge is the basis for effective instructional decisions and allows teachers to provide sufficient support to individual students (Baumert & Kunter, 2013 ; Vogt & Rogalla, 2009) (Gentrup, Lorenz, Kristen, Kogan, 2020). Therefore the teacher is the key to student success in learning activities.

Learning is one of the activities that is very important for human life. Learning is actually an activity carried out to create an atmosphere or provide services to students in learning and acquiring knowledge. Therefore, a teacher must be able to provide good and pleasant service so that students enjoy and absorb every learning process that is carried out. Students and teachers experience formal teaching and learning activities almost every day. The school becomes the second home for the students because most of their time is spent in this place. The continuity and success of the teaching and learning process cannot be separated from the role of the teacher as a facilitator at the same time role models for students, so that teachers must understand how students can gain knowledge from the learning activities undertaken. If the teacher is able to understand the process of acquiring knowledge, then the teacher is able to determine the appropriate learning strategy for students. This is due to the very importance of education for students. Therefore it is hoped that teachers will be more emotionally reactive to students in teaching and learning activities (Ruiter, Poorthuis, Aldrup, Koomen, 2020).

Quality education will give birth to quality human resources, but in reality it shows that the effectiveness of the learning or teaching and learning process is often not optimal. This is because there are various obstacles in learning. These various obstacles include the tendency to convey material verbally only, lack of interest, passion for learning, and others. The use of media in learning activities is an effort to overcome these obstacles. The function of the media in the learning process is to present the stimulus and improve harmony, especially in receiving information, so that the media also functions as an intermediary. In the world of education, the learning media used must be relevant and effective with students' conditions. Teachers can enrich, expand, and deepen the teaching and learning process, supported by the use of instructional media that stimulates more than one sensing organ. This will increase student activeness, understanding, and invite students to learn optimally.

The learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning goals and functions as a guide for learning designers and teachers in planning and implementing teaching and learning activities (Mashudi, 2013: 1). As the name suggests, talking sticks are a model of cooperative learning with the help of sticks. The group holding the stick must first answer questions from the teacher after they have studied the subject matter. This activity was repeated continuously until all groups had a turn to answer questions from the teacher. In the beginning, the talking stick was a way that Native Americans used to get everyone to talk or express their opinion in a forum (inter-tribal meeting). Along with the times, talking sticks are used in classroom learning (Huda, 2013: 224).

DISCUSSION

1. The Talking Stick Learning Model

Learning models are usually arranged based on various principles or theories as a basis for their development. In community service activities by Lecturers of the Elementary School Teacher Education Department, which combines the Talking Stick learning model with audio-visual media. The reason for combining the learning model and audio-visual media has been considered with the material presented during field activities and has also gone through an agreement with the teacher at SDN 3 Pulubala, Gorontalo District. This learning model is designed like a game play. This is done so that students do not get bored in receiving the subject matter. In addition, game play can motivate students to learn as well as game play influences the academic achievement motivation of elementary school students (Majid, Razavi, 2019).

Audio Visual Media is a type of media which in addition to containing sound elements also contains visible image elements, such as video recordings, various sizes of films, sound slides, and so on. The ability of this media is considered better and more attractive, because it contains the first and second two elements of media types (Sanjaya, 2011: 211). Where the function of audio-visual media according to Levie & Lentz (1982) (Azhar, 2009: 16-17) suggests 4 functions of audio-visual media for learning, namely attention function, affective function, cognitive function, and compensatory function.

2. **Application of the Talking Stick learning model and Audio Visual Media in Local Language Learning**

Gambar 1. *Dosen menjelaskan alur permainan game.*

The lecturer explained to the students who were attended by the teachers at SDN 3 Pulubala about the rules of the game that the students would play. Where later a learning video will be played

about the process of rain. Later the students will pay attention to the pieces of the video which are then asked to repeat the video clips using the Gorontalo regional language.

In this activity, because it uses the talking stick learning model, small sticks are circulated in the game while listening to songs and while dancing. When the song stops, the student holding the stick will become a participant who will tell another story about the flow of the rain process into the Gorontalo language. Each student holding a stick is required to come to the front of the class and tell about the flow of the rain process into the Gorontalo language, which later on if the student is able to tell a meal at the end there will be a gift that has been prepared by the student for the student.

Gambar 2. *Salah seorang siswa yang maju ke depan mentransfer apa yang diamati dalam video pembelajaran dalam bahasa daerah gorontalo di dampingi oleh dosen.*

After the video is played and the stick is circulated, one student can become a participant who is entangled by the game, so that the student comes to the front of the class to retell the short video played by the student which was converted into the Gorontalo regional language and witnessed directly by the teachers. which is in SDN 3 Pulubala school.

After that the learning video was played again with the same material, but the game pattern was changed again. The goal is to change the pattern of play so that students do not feel bored with the same patterns of play. So that when the pattern is changed there are students who fall into the game trap that has been prepared by the students. Finally, the student shamelessly came to the front of the kela and recounted the contents of the video clip that had been seen in the Gorontalo regional language. This can be seen in **Figure 3** above.

Figure 4. *Visible lecturers and teachers helping students in transcribing the stories in the video into the Gorontalo regional language*

Where it appears that there are several teachers who guide students to be able to tell stories using the Gorontalo regional language. besides the large number of students who took part in these activities, it was just limited in the room. Considering the message from the principal not to sit close to each other and to continue implementing the protkes, students who do not get a seat can join the activity from behind the door. Although many students did not get a seat, this did not diminish their wisdom and enthusiasm for participating in community service activities carried out by the Lecturers of the PGSD FIP UNG Department.

Conclusion

Learning is an activity that is inseparable from human life. Learning activities can develop the potentials that are innate. The components in learning activities are teachers and students. A teacher is required to have knowledge, skills and professional attitudes in providing learning to their students.

One thing that is required of the teacher is being able to use various learning models by combining with any media that is in accordance with the material being taught. Where the use of appropriate learning models and learning media is very helpful for teachers in delivering learning material.

Reference

1. Azhar Arsyad. 2009. *Media Pembelajaran*. Jakarta. Grafindo Persada
2. Gentrup Sarah, Lorenz Georg, Kristen Cornelia, Kogan Irena. 2020. *Self-Fulfilling Prophecies In The Classroom: Teacher Expectations, Teacher Feedback And Student Achievement*. Learning and Instruction. Volume 66, April 2020, 101296. https://doi.org/10.1016/j.learninstruc.2019.101296. https://www.sciencedirect.com/science/article/pii/S095947521930177X. diakses tanggal 25 April 2021 Pukul 19.45 WIB.
3. Huda Miftahul. 2013. *Model – Model Pengajaran dan Pembelajaran*. Yogyakarta Pustaka Pelajar.
4. Majid, Razavi. 2019. *The Effect Of Game-Based Learning On Academic Achievement Motivation Of Elementary School Students*. Learning and Motivation. Volume 68, November 2019, 101592. https://doi.org/10.1016/j.lmot.2019.101592. https://www.sciencedirect.com/science/article/abs/pii/S0023969019302498. diakses tanggal 25 April 2021 pukul 19.40 WIB
5. Mashudi, dkk.. 2013. *Desain Model Pembelajaran Inovatif Berbasis Konstruktivisme (Kajian Teori dan Praktis)*. Tulungagung. STAIN Tulungagung Press.
6. Ruiter A.de Janneke, Poorthuis M.G Astrid, Aldrup Karen, Koomen M.Y. Helma. 2020. *Teachers' emotional experiences in response to daily events with individual students varying in perceived past disruptive behavior*. Journal of School Psychology. Volume 82, October 2020, Pages 85-102. https://doi.org/10.1016/j.jsp.2020.08.005. https://www.sciencedirect.com/science/article/pii/S0022440520300480
7. diakses tanggal 25 April 17.35 WITA
8. Sanjaya Wina. 2011. *Perencanaan dan Desain Sistem Pembelajaran*cet.4. JakartaKencana