

**Madurese Language Syllabus Development as Local Content Using a Content and Language Integrated Learning (CLIL) Approach in Elementary Schools****\* Imamah<sup>a</sup>, Endry Boeriswati<sup>b</sup>, Saifur Rohman<sup>c</sup>**<sup>a,b,c</sup> Language Education Study Program Universitas Negeri Jakarta, Indonesia

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**Abstract:** Local language instruction as a local material needs successful renewal, such that educational organizations can maintain the district language as a cultural legacy. The purpose of the study was to create a Madurese language syllabus as local material using the CLIL method to improve the learning process in elementary schools. The study employed the research and creation approach, which applies to Lee and Owens' four phases (needs analysis, designing, developing, implementing, and evaluating). The Madurese language syllabus the product met the criteria based on the findings of two experts and four practitioners through test objects, information, and face validity (all validators in each aspect agreed that the product was ready to be implemented in learning). Furthermore, the results of analytical validation through student feedback in small group trials were positive (the acquisition of the percentage of each component receives excellent interpretation). The established syllabus could effectively facilitate the learning of local material of elementary schools in the Pamekasan district

**1. Introduction**

The impending extinction of the cultural capital of local languages can be awaited. One of the regional languages that must be protected is Madurese. The Madurese language's current status is not high on the priority list since citizens are more concerned with English. According to Sofyan (2008), the decline in the Madurese stage of language reflects the language's vulnerability. The group is expanding the decline in the usage of the Madurese language as the most significant factor of speakers who never think for guidelines by vying to have the student as language alternates in the schools who use English as the language of transmission. As a result, as educational establishments, colleges significantly impact offering language density of topics (Local Content).

As part of the defense initiative, learn local languages in the consumer environment. Kosonen (2008) stated that three things that significantly influence literacy in regional languages, namely trends: globalization, regionalization and nationalism. Madurese is a regional language as proper education on the Madura Island, specifically in the Pamekasan region. It is also mentioned in the Local regulation of Pamekasan 2006 No. 13, explicitly learning local languages is very important to be used as learning in schools, which refers to the regional regulations' objectives: 1) maintaining the usage of regional languages; 2) establishing cultural heritage as part of the national culture; and 3) improving the role and purpose of language; and 4) preserving the indigenous language. It hoped that help to protect regional languages by educational institutions can be utilized across the ages and learned throughout education. Protecting local languages from being lost can be done through cooperation with mother tongues into educational characters which can be an aid to preserving local languages (Warta, 2019).

Learning local languages in educational establishments, like Madurese, is a difficult task. The Madurese communication does have its communication features, schooling, and community. However, transmission is still static, and the learning habits used have mostly been declared too complex and troublesome for students and have not proven to be successful. Changes in the Madurese language learning pattern as local material would be required to support students grasp the perception of Madurese culture through experiences in the classroom with native Madurese language information. If this learning is not established proximately, the students will disregard the Madurese as the state's resources and local wisdom that the Madurese group owns. Thus, to save the Madurese language from extinction, it must employ efficient and appealing methods, especially for elementary school students. Furthermore Jones (2019) explains that saving local languages can be done through teaching and learning local languages in a separate curriculum in all schools

Therefore, students need a suitable teaching method to teach Madurese. As the main of SDN Lawangan Daya, Pamekasan, Hairi shared this expectation. This expectation embodies the aspirations of all Madurese primary school instructors in Pamekasan. The planned question of native wisdom for the long-term usage of local material in schools necessitates several successful interventions. According to Pornpimon (MC Pérez & Basse, 2015), the instructor's style is supplementary to the group at the school level by vision satisfaction, problem-solving, a good mix of modesty and discipline, and expertise to the method. It helps educators to be more successful while being principled in the classroom. An additional element that is desirable to render regional language learning success is to improve instructor professionalism, which is also a crucial element in

achieving learning ethics targets (Pornpimon, Wallapha, & Prayuth, 2014). The components to success of teaching Madurese are entrenched in instructional guidelines or syllabus.

Following the publishing of the material, the syllabus becomes the primary reference. When the learning phase is underway, the syllabus will direct students and teachers to remove impediments to student learning to increase learning effectiveness. Nunan (1997) disclosed a program in a report centered on observed truthful events in the classroom where educators and scholars engage based on the practical curriculum. The syllabus is often used as an essential reference in any learning phase since it specifies the course of the target of the learning enterprise description. The syllabus has a mutual portion, which includes both teachers and students. The syllabus must be completed as soon as possible.

Based on the explanations provided, here is an essential for new construction of local language learning concerned with the syllabus that successfully teaches local material of the Madurese language in primary schools utilizing a development strategy capable of exploring teacher competence and assisting students in the process. Content and Language Integrated Learning (CLIL) is a good solution in teaching Madurese Language. The advantage of this approach is that additional academic content and language are taught at the same time Morton, T. (2018). Through this method, teachers independently can eliminate the burdensome Madurese language education for essential school children.

CLIL is a teaching method that allows it easy for teachers to provide instructional content. A research result showed that CLIL can increase student motivation and interaction (Aladini & Jalambo, 2021). According to Coyle (2010), this system will promote essential elements in the language learning phase that lead to progress, such as growing information, abilities, understanding material, participation, engagement, improving appropriate language, and raising awareness. CLIL encompasses curriculum design and implementation phases, which usually begin with a syllabus design incorporating language material and mechanisms. This advancement may often be used to modify the instructional content used in the learning method. Aniroh's study backs this up, demonstrating progress by assessing risk assessment learning of language and artistic abilities for foreign program participants. Exhausting the CLIL method demonstrates that the role of language teaching strategy growth has now involved a community of teaching second languages through methods, some of which seek to incorporate a broader cultural background.

CLIL emphasizes language learning when teaching material and topics. The Madurese language syllabus would be more accessible to Madurese culture through the CLIL method, making it easier for students to comprehend Madura's cultural fruitfulness, especially Pamekasan. The related CLIL method is offered to essential school pupils because it makes learning enjoyable and meaningful for primary school students based on their developmental level. It relates to instilling in students at a young age the value of studying local languages to conserve and sustain the Madurese language.

The creation of the Madurese syllabus using the CLIL methodology will also help to enhance Madurese capabilities and information growth through Madurese materials. The evidence of the efficacy of the CLIL method is often emphasized (Pérez & Malagón, 2017), with student work differing significantly between those who use the CLIL approach and those who do not. It demonstrates that the position of the CLIL method in students has improved as a result of the recent reformulation of newer job orders and that it will help children speak and write a second language more easily.

Based on the explanations provided and the findings of the requirements study, the syllabus created offers a novel design for studying the Madurese language that can conform to students' needs and ease of learning. More specifically, the project was titled "Creation of the Syllabus OF Madurese Language as Native Content in Elementary Schools Using a CLIL Approach.

## 2. Methods

In this study used the Research and Development (R&D) model. R&D is a research model used to design new procedures and products, systematically tested in the field, evaluated, and refined to meet certain criteria of effectiveness, quality, or the same standards (Borg and Gall, 2013). The stages in this research are four phase planning, development, and Evaluation, and assessment. The first phase process is to perform a needs assessment. This task was carried out by doing analytical research from different sources to assemble the syllabus guidelines. Determining the teacher's requirements for the relevant syllabus and analyzing current syllabuses and those used in schools with local Madurese language material was used to conduct a needs analysis. The second phase is to plan. This move is accomplished by assembling a syllabus template using the CLIL approach. The third phase is to design and put the plan into action. The implementation process is carried out by preparing the Madurese language syllabus as local material in elementary schools utilizing the CLIL method as a whole. The implementation process involves implementing the curriculum in schools using a small trial design and a large community of primary school students from the Pamekasan Regency. The fourth stage is to assess. This phase involves confirmation, including aspect content (material and language experts attended by four experts) and object validity checks (material and language experts accompanied by four practitioners) assessed with a questionnaire. The performance criterion for the produced syllabus product must achieve a

minimum percentage of 80%. (Four out of five validators must approve each aspect that becomes the assessment indicator). In terms of achieving competencies as calculated in learning performance, the average outcomes of the assessments performed after the total experimental duty exceed a minimum assessment of 70.

### 3. Results & Discussion

The Lee and Owens model is used to build a Madurese syllabus utilizing the CLIL technique. Salimi et al. (2012) stress the importance of research and development research in achieving good efficient syllabus development. Based on the results of the needs review, this CLIL was developed based on the Madurese language syllabus. This is supported by the ratio figures, which show that 97.04 percent of respondents choose syllabus creation as an alternative approach to the barriers to studying Madurese as local material in elementary schools. According to Nunan (1997), the program is the foundation of language learning, including learning goals and interactions, assessment, and the importance of teacher-student relationships.

The syllabus, produced as local material in CLIL-based primary schools, contains the following novel elements. The created syllabus product can measure learning performance by combining two syllabus bases, namely communicative and document. The product of a communicative-based syllabus is emphasized by the vocabulary trained after students acquire the language. The document-oriented syllabus is based on this syllabus regarding text building and a comprehensive collection of discourses. The norm has been grasped by numerous segments of the syllabus since they satisfy structural, situational, topical, functional, procedure, operational, mission, or various requirements (Feez and Joyce: 2019).

The syllabus that was created is in line with the 2013 curriculum. This syllabus applies to material, but it can be applied to psychomotor and cognitive aspects, nevertheless to affective aspects viewed as part of the substance by content, communication, comprehension, and character. The four parts explain the whole syllabus product for the Madurese language's local material.

Implementation of the topic syllabus as a local content kit built using the CLIL methodology has a positive effect. And CLIL programmes are burgeoning due to the increasing importance attached to foreign language learning in many diverse education systems (Lasagabaster, 2019). Language skills can be offered to pupils prepared and successful via the CLIL strategy, which is the foundation for creating the Madurese language syllabus. According to Coyle (2010), the CLIL method system can realize expanded experience, abilities, and comprehension of learning content. Learning content needs to be customized and personalized (Godwin-Jones, 2017). The participation in relevant cognitive processes; engagement in communication, creation of adequate language information and skills; and the achievement of a profound intercultural consciousness results from placing oneself and others.

The tools used to assess the syllabus product prepared under the protocol. The prepared appraisal tool consists of claims that would be included in the questionnaire. These claims must be capable of evaluating the content and linguistic elements of the syllabus under development. Both appraisal metrics are supposed to render the established syllabus accurate and satisfy all relevant creation performance indicators.

Both confirmation findings were 100 percent accurate (validators specified their endorsement of the syllabus being established). The content elements and vocabulary aspects of the evaluation are in fine to quite good criteria.

The outcomes of the restricted experimental also met the highest proportion, indicating that students contributed a favorable evaluation of the syllabus progress achieved by a successful learning method. Statements expressing students' support for the introduction of Madurese language learning earned a 100% approval rating. This percentage demonstrates that studying is enjoyable and fascinating, which aids in learning Madurese as a local language. The percentage findings attained from the consequences of student analytical confirmation, namely 100% students convenient to carry out practices geared towards satisfying the metrics of learning progress to maintain cultural heritage by expression, demonstrate the emotional aspect of implementation learning through the syllabus preparation.

The total trial's evaluation findings after applying to learn achieved an average of 80.52 pupils. The regular student acquired demonstrates the established capable syllabus of realizing learning achievement and the aim of the study, handing down a tradition of knowing and utilizing the Madurese language educational institutions. Basari (2014) claims that the presence of local content learning will help students become acquainted with their surroundings, prevent isolation from their community, and cultivate student knowledge of having the more significant character to represent principled ideals passed down sustainably. In the subject matter, the local wisdom of the region should be enriched, this is to answer the challenge that many students do not have (Abadi et al., 2017). The positive outcomes mentioned demonstrate that the procedure is indeed effective.

#### 4. Conclusion

Three expert material and language and four practitioners (five of all validators on each factor or 100 percent of the validators agree on the product) announce that the process of creating a syllabus as local content in elementary schools based on the CLIL method meets the standard. The syllabus designed to be applied in learning and constructive feedback from small community trials of the syllabus developed is excellent. The average meaning of the results after studying in the entire community trial is 80.52. It indicates that the performance and efficacy of learning the Madurese language match suitable the criteria

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