INTEGRATION OF SOCIO-CULTURAL EDUCATION VALUES IN INDONESIAN LANGUAGE LEARNING FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

One way used to introduce local cultural values to the younger generation is through learning at school. Learning in schools needs to take a role that can optimize the inheritance of cultural values to the young generation of Indonesia, so that the young generation knows and has a sense of belonging to their national culture and integrates it in their lives to form their unique identity as a dignified Indonesian nation. The shift in language culture which is increasingly decreasing in society is a serious problem that must be addressed. This shift is the widespread use of harsh language in community interaction activities. What is even more worrying is that people consider it a normal and normal thing to use. This is the basis for integrating various educational values in PBI learning to create an academic society that is polite and intelligent in language. Examples in the language sub-discussion relate to society and culture. The discussion can be directed to PSB values in the form of social and cultural values, meaning that the language process is part of the culture of a community. It is not limited to this, but explains that language can represent a person's culture and vice versa, community culture can be seen from the community's language patterns.

Keywords: Educational Values, Social Culture, Indonesian Language Learning

INTRODUCTION

In the era of industrial revolution 4.0, it requires the world of education to be able to prepare society to face the real world, the academic community must be made aware of the hopes they will achieve, the challenges they will face, and the abilities they need to master, society is required to get used to thinking HOTS (Higher Other Thinking). Skills). Of course, this is a challenge for the world of education to improve people's thinking abilities, especially the academic community (Eroglu, 2022). Another challenge is that learning must be able to present multidisciplinarity so that students are able to understand the topics discussed comprehensively. The study of different scientific disciplines must be used to, especially in this era of rapid development. Students must understand that every scientific discipline has connectivity and

the results of the understanding will be very useful for their lives in society (Barrero, 2023).

Instilling socio-cultural values is usually provided through General Compulsory Courses (MKWU) before Socio-Cultural Education (PSB) courses are removed from the higher education curriculum. This is a loss for students because they lose the opportunity to learn and develop their social intelligence. MKWU is actually very strategic for developing students' social intelligence because it is mandatory for all students to study. The loss of PSB subjects must be overcome by integrating educational values into other subjects. In this research, mapping was carried out to integrate PSB values in Indonesian Language Education (PBI) lectures. This is based on the assumption that the function of language is relevant to socio-cultural concepts, namely that language is used in the social and cultural activities of society (Nurhidayana et al., 2023). Learning in PBI aims to develop students' written and oral language skills (Pangkey et al., 2023). This ability is fostered through learning materials about language and writing scientific papers. This material focuses on explaining basic linguistic concepts in Indonesian, such as spelling, forming effective sentences, and paragraph development.

One way used to introduce local cultural values to the younger generation is through learning at school. Learning in schools needs to take a role that can optimize the inheritance of cultural values to the young generation of Indonesia, so that the young generation knows and has a sense of belonging to their national culture and integrates it in their lives to form their unique identity as a dignified Indonesian nation (Pramadhanti & Asyi, 2023) . Applying cultural values to learning at school is a means of transforming these cultural values into meaning and in accordance with the environmental conditions in which students find themselves.

PBI which contains language values should be able to be integrated with other sources of values. This is based on the fact that language studies are the general basis of all scientific disciplines. It can be understood that language is closely related to religious values, especially Islam (Rohayati et al., 2023). For example, the words of Allah SWT. delivered using the language He wants through His messenger on earth, namely Rasullulah saw. Apart from that, the word of Allah SWT. wants humans to use language well and politely as a form of gratitude to Him. There are many things that are synergistic between religion and language, of course this is an opportunity to internalize Islamic values. The internalization of Islamic values in every lesson must be encouraged by all educators, because when someone has knowledge and

understands religion, at least he will use his knowledge well. The problem currently occurring is that Islamic values have been made a separate part of science. It is not surprising that currently many people are educated but not educated.

Not only is integration of Islamic values needed, but also integration of socio-cultural values. The shift in language culture which is increasingly decreasing in society is a serious problem that must be addressed. This shift is the widespread use of harsh language in community interaction activities. What is even more worrying is that people consider it a normal and normal thing to use. This is the basis for integrating various educational values in PBI learning to create an academic society that is polite and intelligent in language (Tiawati et al., 2024). The integration process must be based on clear studies and concepts so that it becomes an integral part of learning.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION
Education and Socio-Cultural Values

Initial understanding of students and learning in the classroom, students or according to the new paradigm are called students are people or individuals who need knowledge who need guidance and direction to develop their potential consistently through the education and learning process, so as to achieve optimal goals as human beings. adults who are responsible for improving their standard of living (Popova, 2023). Learning is an obligation for students, teachers have an obligation to provide direct teaching in accordance with the curriculum so that learning objectives are achieved. Based on a series of learning activities referring to the syllabus and analysis of basic competencies, through assessment and daily assessment activities, the final goal is that students get the final learning results in the form of grades (Gerasimov, 2022). In other words, teachers directly help students to be able to develop the knowledge and potential they have well and purposefully.

Ki Hajar Dewantara's educational philosophy, with the concept of learner-centered learning, is the foundation and compass for determining the direction of the educational context in Indonesia and in schools today through the national curriculum. Ki Hadjar Dewantara's thoughts about education and teaching are that according to Ki Hadjar Dewantara (KHD) "teaching" (onderwijs) is one of the important components tied to education and the learning process. Teaching is the process of providing knowledge or knowledge that is useful and useful for the lives of students, both physically and mentally. Meanwhile, "education" (opvoeding) is an effort to advance children's character, mind and body in harmony with nature and society. So according to KHD, education and teaching are efforts to prepare for all the interests and needs of human life, both in social life and cultural life in the broadest sense (Astuti et al., 2022). In the 21st century, cultivating character education in students is a challenge in itself. As time goes by, students are required to develop increasingly sophisticated science and technology, but this science and technology cannot develop character and character in students. With the demands of 21st century learning which is student-centered, teachers must prepare students who have competitiveness, build a self-concept with unlimited creativity, innovation and competent literacy skills and have a Pancasila student profile (Huyen, 2023).

Ki Hadjar Dewantara's thinking aims to develop the abilities and potential of students and create students who have the Pancasila Student Profile to become human beings who believe and are devoted to God Almighty, have noble character, global diversity, work together, be creative, reason critically, and independent. The philosophy of education according to Ki Hadjar Dewantara is that the meaning of education is a place where culture grows, where education builds civilization and gives birth to the future, so that it can answer the challenges of the times. Ki Hajar Dewantara likened the role of an educator to that of a farmer or gardener. Students are likened to rice seeds that are sown and planted by the farmer in the rice fields that have been provided. If rice seeds are placed in fertile soil with good sunlight and irrigation, even though the rice seeds are poor (poor quality), they can grow well because of the farmer's attention and care (Kokroko et al., 2024). Likewise, on the contrary, even though the rice seeds sown are good quality seeds, but they grow in arid land and do not receive irrigation or sunlight and the farmer has 'cold hands', the rice seeds may grow but will not be optimal.

The concept of Ki Hajar Dewantara's educational philosophy that I will implement is to become a teacher who will try to create a conducive learning

climate so that students feel comfortable, safe and motivated to participate in the learning process. Striving to help students explore their individual talents and interests so that they develop according to their nature by using effective learning and assessment methods which I set out in teaching modules which in their implementation adapt to new paradigms in order to achieve learning objectives (Gaiduk, 2023). By not forcing learning outcomes with high and uniform targets, accepting students' differences in character and interests by acting fairly without leaving behind students who are slow learners. Providing freedom and liberating students to explore their knowledge independently, not dictating the results of work or assignments to be the same as each other, and free expression (Desfitri et al., 2024).

In everyday life, social and cultural values play an important role, as nowadays young children are starting to become familiar with foreign cultures, they sometimes ignore the cultural heritage of their own ancestors (Touati-Tliba, 2024). For example, when speaking, millennial children now tend to know modern languages and when they talk to their parents they use language that is difficult to understand and sometimes seem impolite because they use slang. In contrast to the time when our parents used to speak, if they still used the language characteristic of the place they lived in and that language had been passed down from generation to generation, this is what causes today's children to be judged that their attitudes and manners towards their elders have declined.

The role of education is very important because outside the home environment, the role of a teacher who educates is important. Character education needs to be instilled in everyone's soul. Education with its own character is one of the missions of educational institutions in producing human resources that are useful for the nation. Education, social and culture are a unity that cannot be separated because they are interrelated (Henderson et al., 2023). In the world of education we also encounter various social and cultural values, so the importance of education and the importance of having social and cultural values today is very important, because it is useless for us to be educated if we don't have social values and there is no mutual respect between different cultures.

Indonesian Language Learning

The position of Indonesian as a national language and state language means that the language has the following functions: (1) a means of fostering national unity and integrity, (2) a means of increasing knowledge and skills in

the Indonesian language in the context of preserving and developing culture, (3) a means of increasing knowledge and language skills Indonesia to achieve and develop science, technology and art, (4) a means of disseminating good use of the Indonesian language for various purposes regarding various problems, and (5) a means of developing reasoning (Hayati, 2022).

Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people. Learning a language means training students to read, write, speak, listen and appreciate real literature (Nurrahmah, 2022).

According to the Minister of National Education Regulation No. 22 of 2006 concerning Competency Standards for Indonesian Language subjects, it is expected (Indriani, 2022):

1. Students can develop their potential according to their abilities, needs and interests, and can develop appreciation for the literary works and intellectual products of their own nation;
2. Teachers can focus on developing students' language competence by providing various language activities and learning resources;
3. Teachers are more independent and free in determining linguistic and literary teaching materials according to the conditions of the school environment and the abilities of their students;
4. Parents and the community can be actively involved in implementing language and literature programs at school;
5. Schools can prepare educational programs regarding language and literature in accordance with the students' circumstances and available learning resources;
6. Regions can determine linguistic and literary learning materials and resources in accordance with regional conditions and characteristics while still paying attention to national interests.

The Indonesian language subject aims to ensure that students have the following abilities (Abyzar, 2022).

1. Communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing
2. Appreciate and be proud to use Indonesian as the language of unity and state language
3. Understand Indonesian and use it appropriately and creatively for various purposes

4. Using Indonesian to improve intellectual abilities, as well as emotional and social maturity
5. Enjoy and utilize literary works to broaden your horizons, refine your character, and improve your knowledge and language skills
6. Appreciate and be proud of Indonesian literature

Position, Function and Variety of Indonesian

The material that PSB values can be embedded in is material about position, function and language variety. In this material, human values, social values and cultural values can be inserted. This insertion can be done implicitly if it refers to the material currently listed. This is based on the lack of explanation regarding the PSB value (Fauziah et al., 2022). In the sub-discussion of the position and function of the Indonesian language, two main concepts are explained, namely the position as a national language and the position as a state language. Each position has four different functions. In its presentation, it also seems that it only conveys the concept of each function, not explaining it comprehensively (Ghazi, 2023). Even though there are advantages to this material, namely that it can bring out human and social values. For example, function as a sense of pride, function as identity, function as a language of unity, and function as communication.

In these four functions there is a huge opportunity to explain human values, social values, and even cultural values (Pramod et al., 2024). For example, in the identity function, an explanation can be provided or added regarding the language used to represent the user. This means that it is not just a concept that is explained "that the function of identity is...", but can be given analogies or case examples in language so that they can be used as material for discussion and provide a complete understanding to students. This also applies to the sub-discussion of Indonesian language varieties. Not just conveying the concept of standard, non-standard, good and correct Indonesian, etc. Can also be integrated with the values in PSB courses. The value substance does not necessarily change the material as a whole, but becomes a new and different color in conveying the material. This means that the values in PSB are used as material to enrich the material in the discussion (Tambunan & Rokhman, 2023).

The Value of Socio-Cultural Education in Learning Indonesian

The learning material contained in PSB begins with human nature, values, norms and morals that humans must have in order to be able to

represent themselves as creatures created by God. This concept represents human values that students must know and develop as intellectual individuals. This is closely related to the material presented at the initial meeting in the PBI course, namely the nature of language. Can be explained first the concept of the nature of language used by humans. Students can be invited to discuss to understand the nature of language and its relationship with humans as values, norms and morals. Of course, this is very relevant if it is explained and used as material for discussion because more and more people, even students, are violating their essence (as humans) by using language incorrectly (roughly) (Hewapathirana & Almasri, 2022). Language is a medium for representing or embodying its users, namely humans. Thus, language as a multidimensional medium can become a fortress and shield for society to be in its territory as creatures created by God who use and utilize His gifts wisely as a form of gratitude (Putri, 2023).

Examples in the language sub-discussion relate to society and culture. The discussion can be directed to PSB values in the form of social and cultural values, meaning that the language process is part of the culture of a community. It is not limited to this, but explains that language can represent a person's culture and vice versa, community culture can be seen from the community's language patterns. It can be understood that there is an attachment between language and culture, as well as language and social values (Argarin & Argarin, 2022). When discussing this, this can be done by directly explaining the relationship between language, culture and society, and can also be provided through case examples.

So far, discussions about the nature of language have only focused on its use according to linguistic rules. Discussions that are integrated with PSB values will enrich discussions and provide comprehensive understanding to students (Culajara, 2022). Apart from that, in this material there is a great opportunity to insert religious aspects for students, namely the beginning of the birth of language.

Language was born when the first human in the world was created by Allah SWT. By understanding God's word, students will increasingly understand that the use of language must be done efficiently and wisely, meaning only saying words that are good and useful for themselves and others. Thus, the process of imbuing PSB values in the form of human values can be embedded in material on the nature of language explicitly and implicitly (Riswandi & Tania, 2023).

CONCLUSION

The integration of cultural values in the learning process has an important meaning in forming students' personalities (Syarif et al., 2016). The integration of cultural values with education will be a powerful weapon in facing globalization which can erode this nation's identity. However, our current education is mostly oriented towards Western culture rather than local culture. This certainly needs attention because values and education are something that cannot be separated. The socio-cultural context has a close relationship with various scientific disciplines, especially linguistics. On this basis, the insertion and integration of socio-cultural values can be carried out in PBI courses. PBI courses are included in the general compulsory courses, meaning they must be contracted and studied by all students. On this basis, PBI courses are very strategic to be inserted and integrated with sociocultural values. Thus, PBI courses no longer focus on linguistic rules for writing scientific papers, but also convey socio-cultural values.

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