



TEACHERS AS INDONESIAN LANGUAGE EDUCATORS THROUGH THE SEBARIN PROGRAM

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Article history:	Abstract:
Received: 6 th October 2022 Accepted: 6 th November 2022 Published: 13 th December 2022	This research was conducted to train teachers to become Indonesian educators in the school environment to produce a generation with good character through the SEBARIN program. This study used a descriptive qualitative method to describe the results of the implementation of the SEBARIN program at SDN 2 Suwawa, Bone Bolango Regency. In the implementation of the program used the Kirkpatrick model with 4 stages. Based on the results of the study, it is known that there is a significant change by teachers in the habit of using regional languages or slang to be dominant using Indonesian with percentage change from 90% to 20% and become good fluency in Indonesian in learning activities with a percentage change from 30% to 80 %. In addition, from the results of the questionnaire filled out by high grade students, it was concluded that the use of good Indonesian by teachers in learning activities and administrative services. Thus, the implementation of the SEBARIN program at SDN 2 Suwawa was declared successful.

Keywords: teacher competence, learning activities, SEBARIN program

INTRODUCTION

Education is one of the main factors that bring change, namely through the educational route of producing human resources that are able to provide progress for a nation. On the contrary, a nation will suffer setbacks if human resources are not qualified (Diani. et al, 2022). In school, children are expected to communicate using Indonesian appropriately (Febriani, 2019).

In the development of science and technology, it certainly has a positive and negative impact. One of the negative impacts of IT development in elementary school age is addiction to online games. As a result of addiction to online games, the child's development period is disrupted. Online games can affect children's language development due to the lack of control in the child's interaction in the game, making children free to say language that is inappropriate for anyone to say in the game and then adopted by the child. This has an impact on children's language development. Bad language is so easily absorbed by children that it makes children behave badly (Ananda, et al, 2022). Arum (2022) argues that the implementation of language politeness states that changes in communication tools and the existence of distance and time lags cause changes in student politeness.

The language development of children at primary school age greatly affects the behavior and language that children use in everyday life. Elementary school-aged children who are addicted to playing online games and interacting with abusive teenagers are mostly in these virtual environments which is the cause of elementary school-aged children as well throwing out profanity words such as *asu* (dog), *trash*, *bastard*, *idiot*, *goblok* and others. Online games are able to attract the attention of children and even most of the children's time can be spent playing to interfere with other activities during the child's development period (Ananda, et al, 2022).

Therefore, regarding parental supervision of children who are addicted to online games, parents need to provide policies so that children do not spend time inside the virtual environment is so that disrespectful language does not affect or interfere with the child's language development, because language is important in interacting with others.

Language is a very important part of a child's social skills that affects the quality of life. Social skills are one of the social behaviors that a person needs to obtain the desired results in social interaction. Social skills are useful so that students are able to adapt well to the surrounding environment. Factors that make students' low social skills include the impact of technological advances and communication. Language is a statement of thoughts or feelings as a means of human communication (Rahmat, 2019). The interaction between teacher and student can be a determining factor in the development of students' social skills (Amin, 2022). As a means of communication, language has an important role as a shaper of the

character and culture of a nation. The better people speak and maintain the local language, the better the character and cultural construction will be (Ibda, 2017).

At the time of observation, several social problems were found, both in the classroom and outside the classroom. During classroom learning, it was found that some students were individualist, selfish, closed personalities, and did not pay attention when the teacher gave explanations, and even tended to noisy when learning. In addition, it is still found that there are some students who skip class during lessons. Outside of learning, there are still students who like to violate school rules and lack sensitivity to the surrounding environment such as throwing garbage out of place and doodling learning facilities. The interaction between students and teachers is not entirely good, it is still found that some students meet the teacher does not say hello, or if they speak the language used is still lack of courtesy. Likewise, interactions between students, it is still found that there is a group of students who often bully other students, sometimes even causing the existence of quarrels. Social skills also affect student learning outcomes, meaning that the development of social skills in elementary school students can lead to improved learning outcomes students.

Learning outcomes are the result of learning activities that appear in changes in students that concern cognitive, affective and psychomotor aspects (Hutagalung, 2022). These three aspects are the three main domains developed in the learning process. According to Sholihah & Amaliyah (2022) the lack of pedagogical competence shown by the teacher's ability to manage learning causes low formation of children's values and character so that it becomes part of the emergence of fundamental problems with the success profile of students.

In the 21st century, there are four skills that are important to be developed in the learning process, namely 4C skills (Creative Thinking, Critical Thinking, Communication, and Collaboration) which include thinking skills creative thinking, critical thinking and problem solving skills, communication, and collaboration. This 4C skill is an important skill to master since it is still at the basic education level. Skill development in the 21st century helps students become aware of information, knowledge and technology, and grow into people who have the ability to think skillfully (Monika. et al, 2022). Social skills need to be possessed by students because social skills can make it easier for students to interact, socialize and influence success in learning (Afifah, 2021).

Thus, language as the main tool in communicating becomes one of the skills that must be developed in this 21st century. In the 21st century teachers are challenged to better master the development of information and communication. Professional teachers in the 21st century are teachers who have good competency standards (Somantri, 2021). Therefore, in this study, we will see how the role of teachers as language educators through programs that are considered capable of being a solution to social problems (language) is through the SEBARIN (Indonesian Language Day) program which will be implemented in one of the public elementary schools in Induk Suwawa District, Bone Bolango Regency, namely SDN 2 Suwawa.

In this school, teachers and students still often communicate using colloquial language which still requires a definition for ordinary people. For example the words 'ngoni', 'torang', 'also', 'atiolo' and several other words. The location of this school is also close to the Suwawa sub-district park and adjacent to several public places such as mosques, historical buildings, and public service offices, Therefore that is, this school is considered appropriate to be a school that will become a pilot school for teachers as language educators through the SEBARIN program.

METHODOLOGY

This research uses descriptive qualitative research methods. Sugiyono (2019) said that qualitative research is a type of research used to examine natural /natural social life. In this study, the information obtained was analyzed qualitatively through the results of interviews, field notes, and visual materials such as photos, videos, materials from the internet and other documents about human life individually as well as in groups. Qualitative research is also used to understand social processes or interactions. In this study, a descriptive problem formulation is used that aims to explore and or photograph the social situation that will be studied thoroughly, broadly and in depth. The research instruments used are participatory observation, unstructured interviews, pretest- posttest and questionnaires.

In the implementation of the SEBARIN program used the Kirkpatrick model. Nurhayati (2018) model evaluation of Kirkpatrick in its implementation using 4 stages, namely 1) Reaction, 2) Learning, 3) Behavior, 4) Impact. Here's a breakdown of each stage.

a. *Reaction*

The reaction became an early stage in Kirkpatrick's model. At this stage, the researcher made participatory observations on school environment communication where the researcher was directly involved in the school environment and an unstructured interview with one of the teachers at SDN 2 Suwawa to find out the state of the school environment and get information about the communication style or language used by teachers and students. From the initial data, researchers will design appropriate and needed programs.

b. *Learning*

In this stage, it prioritizes the level of knowledge of the teacher to the material presented in the program socialization. The researcher will determine the purpose of a program which will then be outlined in the pretest and post-test. Exams are given to teachers before and after receiving the program.

c. *Behavior*

At this stage, measurements of changes in attitudes and behavior are carried out in teachers. Behavior change is measured through the observation of performance in the communication process in schools.

d. *Result*

In this stage, it emphasizes the real results of the program, researchers provide evaluation sheets to students as implementation targets rather than programs carried out by teachers.

RESULT

Based on the results of the pretest and post-test filled out before and after implementing the program by 10 teachers and educators consisting of homeroom teachers, teachers in the field of study, administrative personnel, school operators and principals, the following data were obtained.

Table 1. Teacher pretest and posttest results

No.	Statement	Pretest		Post	
		Already	Do not	Already	Do not
1	Frequent use of the vernacular in everyday life	90%	10%	50%	50%
2	Using regional languages in learning activities	90%	10%	20%	80%
3	Using the regional language in the school environment	90%	10%	20%	80%
4	Finding it difficult to speak Indonesia	30%	70%	0	100%
5	Use the vernacular only if it meets people who have the same tribe	30%	70%	20%	80%
6	Accidentally use Indonesia language and regional language at the same time	100%	0	60%	40%
7	Able to use the Indonesia language fluently	30%	70%	80%	20%
8	Using the language Indonesia fluently outside of lessons or in the school environment	20%	80%	80%	20%
9	Fluent in regional languages in learning activities	30%	70%	70%	30%

Source: Google form <https://forms.gle/i1JN1rtNQyHnnY4X8>

Based on the results of the pretest and posttest, we can identify 2 significant changes, namely as follows.

Use of regional languages in school settings

Based on the pretest and posttest, it is known that there are changes experienced by teachers before and after implementing the program, namely reducing the use of regional languages or colloquial languages both in the environment. schools mainly in learning activities from 90% to 20%. This means that the program that has only been implemented for 12 working days has obtained quite good results.

Difficulty speaking good Indonesian

Based on the percentage table above, it is known that teachers have been able and smoothly to use good and correct Indonesian in the school environment, especially in learning activities, namely with a percentage of 30% Being 80%, this shows that there is a willingness and effort on the part of the teachers to change for the better especially in the communication aspect.

Results of Student Evaluation on Teachers in Learning Activities

Based on the questionnaire that has been distributed to high-grade students, namely grades 4, 5, and 6, all of which totaled 59 people, it was concluded that for approximately 12 days of the implementation of the SEBARIN program, the teachers experienced changes in the use of Indonesian for the better. In addition, the activity of sticking one word to the media "Discussaku Katakaku" also increases students' knowledge regarding the definition of words that students still do not understand.

DISCUSSION

Teacher as Indonesian Educator

The development of science and technology has a positive and negative impact. One of the negative impacts of IT development in elementary school age is addiction to online games. As a result, the period of development of the child is

disturbed. Online games can affect children's language development due to the lack of control in the child's interaction in the game, making children free to say language that is not deserves to be spoken by anyone in the game then adopted by the child. This has an impact on children's language development. Bad language is so easily absorbed by children that it makes children behave badly (Ananda, et al, 2022). This phenomenon has an impact on the emergence of non-standard languages or what they call slang, lack of social interaction, lack of ethics in attitude and the high social inequality in society (Giantara, 2019).

Language is a very important part of children's social skills that affects the quality of life (Amin, 2022). Rahmadhani & Syaputra (2022) stated that the use of slang in everyday life is not a problem with the use of Indonesian but rather the meaning and use of good Indonesian, polite and polite in everyday life becomes blurred. Slang is commonly used as a means of communication among adolescents in their groups. This is because teenagers have their own language in expressing self-expression. Rahayu (2015) argues that Indonesian as a national language that functions as a means of communication has a role as a conveyer of information. A good Indonesian is language that is appropriate to the situation and conditions and effective in conveying the intention to the interlocutor. Puspitasari (2017), stated that Indonesian is the main communication medium of the Indonesian people.

According to Sari (2015), slang is a number of words or terms that have a special meaning, are unique, deviant or even contrary to the meaning that is common when used by people from certain subcultures. According to Azizah (2019) The development of language in cyberspace is becoming rapid because accessing social networking sites is not only limited to domestic users, but also abroad. The interaction between countries is what makes the development of language styles so rapid. With the development of this language, it can make Indonesian language styles varied.

Schools as formal educational institutions, should use good and correct Indonesian so that they are not only a place for students to study knowledge but become an educational environment or familiarize the child with good and correct communication patterns or language. But in fact, what is happening now is that the use of Indonesian among the community has been mixed with regional thirst and slang. Hadian, et al. (2022) Arguing that if students are in a good environment, it will have a good effect on their development and character building. Siahaan (2017) said that educational institutions are a forum that is planned to be trusted to prepare students who have character with the efforts of all components to develop the potential that student-owned. Wahid, et al (2020) argue that the school environment must create a conducive atmosphere so that children feel comfortable and can express their potential. Wulandari & Kristiawan (2017) posit that in the theory of ecological systems, the development of an individual cannot be separated from the environment in which the individual belongs. Hikmawati (2022) argues that the school atmosphere also has a significant impact on children's personalities. The social environment also teaches individuals how to speak, how to behave, and give affection (Bali, 2017). Elementary school is a place of learning for students to get character education (Permatasari & Desstya, 2022).

Affirmed in Law Number 14 of 2005 concerning Teachers and Lecturers, it is said that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. Teacher not only acting as teaching staff an sich, but The teacher is also multi-functional, can act as a motivator, facilitator, learning engineer, inspiration for participants students, so that the teacher becomes a figure that can be looked up to and imitated (Babuta & Rahmat, 2019). This law states that one of the duties of educators (teachers) is to set an example and be a guide for students (Napratilora, et al, 2021). The teacher as an educator must be able to see the psychological condition of the student, because a teacher has a very large role in the moral formation of students. Therefore, the example, personality and authority possessed by the teacher will have a positive impact or a negative impact in shaping the personality and disposition of children (Kandiri & Arfandi, 2021). The success of a nation in producing a brilliant next generation is inseparable from the role of a teacher (Richardo, 2016).

In educating character, the most important thing is exemplary. Exemplary has been studied by Bourdieu in explaining about moral education that the most important thing is not what is stated (explicitly) in moral teachings or rules, but what the undeclared (implicit), which can only be seen in everyday behavior (Wardhani & Wahono, 2017). Zaman (2019) said that through character education, students are expected to be able to independently improve and use their knowledge, study and internalize and personalize character values and noble akhlaq so that they are manifested in daily behavior.

The era of globalization that has the impact of this kind of "flood of information" has formed a generation that is damaged in language (Ibda, 2017). Various challenges that must be faced such as: globalization, technology, migration, international competition, market changes, environmental challenges and international politics (Mahanal, 2014). According to Assapari (2014) the era of globalization is indeed a big challenge for the whole world, including the Indonesian nation, to be able to defend themselves in the midst of very complicated international relations. Even in the language that we always use in our daily lives, which can have a big impact on the identity of the nation which is shown through the identity of the language. One strategy that should be able to revitalize the nation's identity is through education (Agustinova, 2020).

Thus, the school as an educational institution should be an environment that provides good Language services. The main actor in the school environment is that the teacher becomes an agent of communication change through the use of good Indonesian. Through the SEBARIN program (a day in Indonesian) successfully trains teachers to speak good Indonesian to students with the aim of forming good character in students.

CONCLUSION

Based on the results of the study, it was concluded that the SEBARIN (a day in Indonesian) program has succeeded in changing the habit of teachers using regional languages and slang to get used to using good Indonesian in Daily

activities are mainly in the school environment. This is known from the results of the percentage of pretest and posttest teachers which show significant changes as well as the results of evaluations carried out by students in learning activities. It is hoped that this research can motivate and inspire teachers in other schools to cultivate the use of good Indonesian in order to create female students who have a character well in the future.

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