

A REVIEW OF THE INTEGRATION OF LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING IN 5.0 SOCIETY ERA

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ABSTRACT

This article discusses about how to implement local wisdom in English language teaching. One of the burning issues in global science and education which have been begun since five years ago is about local wisdom. This issue is predicted to be the wise way to overcome some problems in human life such as economics, education, politics and social life for the future especially in 5.0 society era. The scientific reason for using local wisdom is all people have their own way and belief to manage their life based on their culture. It can create their own identity and personality. In language teaching for example, the practitioners have ignored the use of local wisdom. Teachers just teach all about the target language without considering the local culture and local wisdom. For the society of 5.0, it is suggested to use the local wisdom in language teaching in order to preserve our culture and to create our national identity and character.

Keywords: Local Wisdom, Language Teaching, 5.0. Society Era, National Character

INTRODUCTION

Local wisdom becomes the most discussed topic in education in the present times. It emerges as a result of the phenomenon that Indonesia has lost its national identity. Changes in social, economic and political aspects have influenced and changed people's mental condition. As a consequence, Indonesians, especially young generations, lose the awareness of their national identity and integrity. They tend to follow foreign cultures which sometimes against the national value. It leads to multidimensional crisis in many fields, including education. To overcome this problem, educational practitioners seek to find a better solution to save the young generations from the degradation of their national identity. One of the ways is by integrating the values of local wisdom in education.

Local wisdom is defined as the local richness that contains policies or life viewpoints. It serves with its function as to shape human beings to be wiser in undergoing their lives. Sartini (2009) in Adilah (2016), states that local wisdom is viewed as local ideas that are thoughtful, full of wisdom, good value, embedded, and followed by the people in a society. Meanwhile, Geertz cited in Kurnianto and Lestarini (2016) in Mobarq and Arini (2017) states that local wisdom is a part of culture. It is the traditional element that deeply rooted in human life and community that related with human resources, source of culture, economic, security and laws.

In relation to education, social scientists see education as an attempt to civilize and socialize people. It aims to form a human being in order to socialize in the community and adjust to the environment in an effort to maintain the viability, both personal and group or society. In other words, education builds students' abilities, skills, and character through instructional actions at schools. Knowledge, skill, and character are considered to prepare the students to be greatly competitive to answer the challenges of global eras.

Local wisdom possessed by Indonesia could feasibly build the nation characters as well as the identity of Indonesia. As stated by Anggraini and Kurniawati (2015), local wisdom possessed by Indonesia, could possibly shape the nation characters as well as the national identity. It is critical that local wisdom, establishing the character personalities of Indonesia, perishes along the modernizing periods of time. Thus, it is necessary to integrate local wisdom in teaching activities to build well-characterized students as well as to maintain the national identity.

It is necessary to occupy culture in the instructional activities of language teaching. This is in line with what Buttjes (1990) emphasizes that language teaching is culture teaching. Furthermore, cultural background of the learners is one of the aspects that the teacher must pay attention. Brown (1990) also maintains that cultural background is one of aspects on which language may be dependent. In this case, local wisdom existing in certain areas in Indonesia can be more maximized

to have a role in teaching the language learners. Therefore, regarding with the essence of integrating local wisdom in everyday lives, particularly language teaching activities, the teachers in different places highly need to consider to include the local wisdom available in the region where they are teaching.

In addition, the vision of local wisdom is in line with the Law of National Education No. 20 2003 which is stated that education in Indonesia has to be correlated to local potency and the nation character. The teaching and learning in Indonesia has to emerge the local identity. However, it is sometimes a hard job for the teachers to emerge the ideas of local wisdom in their teaching, especially in English language teaching. The challenge for teachers is how to deliver the knowledge of target language and integrated it with the local wisdom.

Then, Sukandi (2014), in Mobarraq and Arini (2017) pictures that the recent language teaching has been placed in the form of localized approach which means that Indonesian EFL learners learn how to use English to communicate with other speakers of English globally without losing their identity as Indonesians who have diversity in terms of their local cultures, wisdoms, religions, and histories. In addition, Albantani and Madkur (2018) argue that local wisdom needs to be in instructional activities of foreign language teaching, even though they need to learn foreign languages, they would not lose their real identity. The application of this concept is not only to equip the students with linguistic competence but also to provide them with cultural competence.

For those reasons, education practitioners, such as lecturers and teachers, have conducted a number of researches about local wisdom in language teaching. They seek to reveal the effectiveness of integrating local wisdom in the language teaching, especially English language teaching. Thus, this paper will review several researches about the integration of local wisdom in English Language teaching. It aims to discover what teachers and lecturers have done so far to integrate local wisdom to English language teaching.

LOCAL WISDOM

As stated previously, local wisdom is the local richness that comprises rules or life view points and assists with its function as to shape human beings to be wiser in experiencing their lives. Sartini (2009), in Adilah (2016), states that local wisdom is viewed as local ideas that are thoughtful, full of wisdom, good value, embedded, and followed by the people in a society. Meanwhile, Geertz cited in Kurnianto and Lestari (2016) in Mobarraq and Arini (2017) states that local wisdom is a part of culture. It is the traditional element that deeply rooted in human life and community that related with human resources, source of culture, economic, security and laws. Moreover, Ridwan (2007), in Disi and Hartati (2018) asserts that local wisdom is human efforts to use their cognitive knowledge to perform and behave towards an object or event in a particular area.

Furthermore, local wisdom can also be defined as the knowledge being discovered or acquired by local people through the accumulation of experience in trials and it is integrated by understanding the surrounding nature and culture. Local wisdom is dynamic by functioning the local wisdom that is connected to the global situation (Muzakki and Puji Yanti Fauziah, 2015). Local wisdom is the life view, science, and any kinds of life that is manifest in any activities the local people do to respond the life problem in order to solve their problems (Fajarini, 2014). According to Rahyono (2009), local wisdom is the human intelligence in one ethnic community obtained through their life experiences. The form of local wisdom is commonly into idea, social activities, and artifact (Koentjaraningrat, 2008).

Based on the literature study, local wisdom grows and is developed locally. It can be ethics, morals, customs which have the advantage of local and as the Code of Conduct in the ecological community. The indigenous people, local knowledge is institutionalized, adhered to, and passed, as has the value of truth to adapt and interact with the environment. Moreover, it has the reliability to address the challenges and problems in the continuity of life. Thus, local wisdom to form a pattern of behavior in relation spatial harmony as a form of responsibility towards the preservation of the carrying capacity of the Earth as a living space for its residents.

In a global word, local wisdoms in many different terms being based on the region where they are from should be considered as the power of nation in creating and building the awareness of local wisdom behalf on public interest. It means that when all students in different age of different

level of education have the same point of view about the importance of learning the local wisdom, such thing can colorize their behavior and mindset that every regions in this republic has the uniqueness and it is the main factor that strengthens the nation unity. The nation unity happens because of the same perception in comprehending the difference of way of life. The way of life deals with the local wisdom that forms and underlies every person in different region in thinking, behaving, and acting. The three words here never go away from the local wisdom as the root to start an activity. That is why, local wisdom must be understood as the moving step to begin and this is the great one in which every persons in different region impliment their activities.

INTEGRATING LOCAL WISDOM IN ENGLISH LANGUAGE TEACHING (ELT)

In teaching and learning activity, it is crucial to integrate the local wisdom in order to support the national education goal. The position of the national curriculum is strategic to develop and involve the local wisdom as the local material. There are two points of benefit by inserting local wisdom towards national curriculum. The first one is that local identity is delivered to students so that they know their local identity in which they are from, they live, and they interact. The second is that the goal of national education in order to introduce and teach the national identity is reached in which Indonesia with any varieties of culture is internalized to students. They do not only know their own identity, but also know the other local identities from other regions in this republic.

Related to English language teaching, integrating local wisdom in TEFL has three purposes. First, it caters the students with meaningful texts related to their real life situations. Second, it conserves cultural heritages. Finally, it can explore local wisdoms (moral and living values) for character building. To be successful in English language teaching learning process, the teachers of English must incorporate and or integrate local cultures (students' socio-economic cultural backgrounds) in their teaching so that the students' learning will be meaningful and useful. The third function of making use of local cultures as a means for character building is in accordance with Zuchdi (2009:101-102) stating that character building can be conducted either directly through certain subject matters or indirectly integrated into all subject matters that can develop cognition, affection, and behavior, including English with its all branches.

Basically, the teachers can insert character education and local wisdom in teaching English. Sudartini (2012) explains that English language teaching educators are practically required not only to teach the language but also to present the cultural context in which this particular language is used. Teachers need to promote the local content to the students by inserting the local cultural aspects or local wisdom during their teaching and learning process. By doing so, the students are able to learn about the culture of society in using language besides learn about the language.

Understanding the critical point of integrating local wisdom in English language teaching, researchers conduct various studies about this topic in order to maximize the teaching activities and to reach the goal of national education. All the studies discussed in this paper combined local wisdom in English learning materials to build the character of students. The first topic of discussion was conversed by Sukarno (2012). In an article entitled *Integrating Local Cultures in Teaching English as a Foreign Language for Character Building*, he discussed the importance of integrating local wisdom in ELT as well as the strategies to integrate local wisdom in learning. He suggests that teachers and lecturers teaching English to not only discuss linguistic components, but also integrate local cultures consisting of moral values and wisdoms as the contents of their teaching skills. They can apply several steps such as: (1) rendering meaningful input texts related to cultures; (2) discussing contents; (3) exploring and elaborating local cultures especially for productive skills; (4) using appropriate English expressions; (5) discussing contents related to cultures consisting of moral values and wisdoms; and (6) emphasizing moral values and local wisdoms for character. Local cultures are meaningful English materials for their full of moral values, living values, and wisdoms for character building. Good characters should be implanted in students' minds to be implemented in their real lives.

A similar discussion is also derived from a paper written by Suharno (2013) with the title *Incorporating Local Wisdom into English Language Teaching (ELT)*. In this paper, he offers an alternative of maintaining local languages or cultures by incorporating local wisdom into English Language Teaching (ELT). Practically, it can be a kind of multilingual teaching by juxtaposing

local languages, Indonesian, and English in school or college. The implication is the students, by being multilingual, will be able to develop multiculturalism, thus, also high tolerance among the existing ethnics. Local wisdom can be found in many aspects of culture, e.g. dress, food, architecture, narrative, traditional songs etc. In order to be interesting, the use of Information Technology is crucial; English teachers may collect and select authentic materials from internet, if available, and they can be presented in LCD in the classroom.

From these papers, it can be inferred that during learning process, it is better for teachers and lecturers to combine learning materials with the value of local wisdom in order to train the students to apply their local values in their lives. There are plenty of sources which are possible to be adapted mixed into learning materials. By giving such kind of materials, the students will possess good characters which reflects the national identity.

To be more comprehensive, Septy (2016), in her article entitled *Technology Mediated Literacy Education to Local Wisdom in English Language Teaching* discusses how cultural and local wisdom should be referred to as learning resources in building students' characters by means of developing their literacy skills of English competence. She also discusses the management of teaching and learning by organizing such local wisdom oriented materials of English into relevant technology based media (ICT Media) of interesting audio and visual presentations. From this paper, she concludes that the most important thing to take in to account is how they keep maintaining their identity and integrity reflected in their characters as well as their spirit nationalism. This relies on the management of English language teaching that should be on the right hands and handled by professional teachers, and this needs teachers' ability to manage English lesson materials promoting local wisdoms. Teachers play a strategic role in guiding their students to develop communicative competence of English.

In addition, to develop better understanding and the best practice of local wisdom, using and implementing ICT based media in the teaching materials will make learning more comprehensive. Then, to develop students' communicative competence, teachers should refer to culturally related content of the teaching materials containing the practices of appropriate character, values and norms according to Indonesia cultures. This issue is important in English language teaching-learning process nowadays by offering local wisdom to manage, so that students could demonstrate their communicative competence as well as appropriate characters. In this paper, she suggests some strategic attempts to develop to make English language learning interesting and challenging; using ICT based media according to the development of technology, containing character values based on local culture/local wisdoms. This paper reveals that English learning is not only a matter of language competence. There are many other aspects such as cultures and communicative competence that should be combined into learning materials so that students will get better comprehension about the lessons and they can demonstrate their communicative competence and characters in real live.

To support the previous arguments, Mulyadi (2017) observes the integration of local wisdom in English reading materials as a new perspective. He spots that character education needs to be implemented to overcome the backdrop of the Indonesian nation condition which is characterized by multidimensional crisis and the downturn. Character education is a process of transformation of the values of life to be cultivated in one's personality to become one in the behavior of that person's life. In the context of English language teaching, character education can be inserted in the English language teaching materials. Under these conditions, the insertion of local moral values education in the teaching of English reading materials can be used as a new perfective which can be applied by teachers in schools in the framework of character education. From this paper, it can be concluded that local wisdom, in this case through character education, can be a solution to solve the national degradation happened to the young generation. Character education fosters students' personality so that they are aware of their local moral values.

After that, Laili (2017) developed learning materials which integrate character education and local wisdom for eight grade students of junior high school in Siduarjo. She found that the final products that integrated with character education and local wisdom can be the solution to promote the local wisdom and the way to teach character to the students. In line with this finding, Yamin (2017), in his paper "Integrating the Local Wisdom Values into the National Curriculum to Create the Nationalism Strength", argues that the local wisdom values such as tolerance, mutual

cooperation, and traditional herb is the glue to maintain the unity of nation in difference and variety. Such local wisdom values should be integrated in national curriculum so that the classroom activities are able to contribute towards the embedment of local values to students. He adds that the local wisdom in local curriculum is based on the local needs at every school in line with the environment supporting the goal of education to create the civilized nation. In other words, local wisdom is the response to answer the global challenge so that the local identity is not lost; however the national interest is manifest and maintained in the education objectives.

Another study from Tanjung et.al (2018) found that local wisdom based materials are appropriate for students at SMPN 1 Bilah Barat since they fulfill the required standard of the education. Tanjung developed English teaching materials of descriptive text for VII grade students based on local wisdom of Labuhanbatu, and found that all the criteria of good materials are fulfilled by this product. Besides, these materials also provide good responses from teachers and students.

At last, Albantani and Madkur (2018) present an interesting paper with the title *Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia*. This paper discusses the importance, the reason and the practical ways of integrating local wisdom in foreign language teaching for Indonesian students. They argue that the emergence of local wisdom grows significantly in every region in Indonesia since Indonesia is well-known for its diversity of ethnicity, language, religion and tradition. Local wisdom is certainly very meaningful because it is a part of characteristic of the nation. Unfortunately, many today's young people are not familiar, even do not know, with their local wisdoms. Hence, to preserve and inherit local wisdom, combining the value of local wisdom into all lessons, including foreign language, taught at school seems to be the best solution. Local wisdom needs to be in instructional activities of foreign language teaching. Even though they need to learn foreign languages, they would not lose their real identity.

Based on the review of some papers presented above, it is obvious that the intergration of local wisdom in learning materials, especially English, gives crucial contribution to the effectiveness of English language teaching. By exploring local wisdom to students, they will aware and understand their national identity. They can figure out the moral values and cultures of their region. By doing so, students will have a clear mindset about how to behave as Indonesian so that they can optimize the communicative competence to face the global challenge recently. Above all, it can be concluded that integrating local wisdom into English language teaching will protect young generation from the changes in social, economic and politic aspects which lead to the degradation of national identity. As a consequences, Indonesians, especially young generations, lose the awareness of their national identity and integrity.

CONCLUSION

Local wisdom becomes the most discussed topic in education due to its contribution to build students' character with high integrity. By integrating local wisdom to English learning, the students will get a clear point of view about their national identity. Since language learning cannot be separated from culture learning, local wisdom will guide the students to know about their local values and tradition. Therefore, they can filter positive and negative influences the language brings during the learning process. As a result, the students will not loose their national and local character. They also can compete and be ready to face the challenge in global era.

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