

Development of a Local Language Revitalization Model through a Student Team Based Project Integrated with the MBKM Program (Merdeka Belajar Kampus Merdeka)

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Abstract. This research aims to develop a local language revitalization model through a student team-based project which was implemented through sociolinguistics courses in tertiary institutions. The type of research used is Research and Development. The development model used is the ADDIE model. The local language revitalization model was validated by research respondents consisting of 3 sociolinguistic lecturers as expert validators and 30 students as user validators. The data analysis technique used is descriptive qualitative analysis and descriptive statistical analysis. The research findings show that there are 2 validation aspects that are in the good category, such as the completeness of learning materials and the availability of supporting learning media, while the other 3 aspects are in the very good category. Other findings show that the use of local language revitalization models through students' team-based projects integrated with the MBKM program is proven to increase student understanding of the concept of local language revitalization and can increase students' positive language attitudes consisting of language loyalty, language pride, and language awareness

Keywords: *Language Revitalization; Local language; Sociolinguistics; Student Team Based Project; MBKM program*

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INTRODUCTION

The research topic regarding the revitalization of endangered local languages has become an important issue that has been studied by several previous researchers (Acharyya & Mahanta, 2019; Blokland et al., 2019; Foley et al., 2018; Ward, 2018; Zhu et al., 2019; Foley et al., 2018; Ward, 2018; Zhu et al. al., 2018). There are several reasons why this topic should be an important issue to research. Local languages have an important position and role in the development of Indonesian. Local languages as national cultural assets can play a role in the global world because local languages can be seen as a cultural industry as the state places the economy and industry in the global world arena. Through local languages, the concepts of cultural products can be used as a means of national identity, both in the fields of economics, political diplomacy and culture.

The map of problems faced regarding the threat of extinction of local languages, especially in Indonesia, is rooted in issues of documentation, function and socialization, as well as institutions. Documentation of local languages is still lacking and it is also difficult to find formal and non-formal social institutions that consistently oversee the preservation of local languages. Apart from the problem of language documentation, another factor is the behavioral factor of the speakers of that language. (Amith, 2020; Vari & Tamburelli, 2020) explained that the behavior of speakers of a language will greatly affect the vitality and maintenance of that language. Most research on local language revitalization in Indonesia only focuses on identifying factors that influence the maintenance of one's local language (Alika, 2017; Azizah & Satiti, 2021; Rahman, 2017).

In addition, several other studies have examined local language revitalization models in the educational realm (Nisah et al., 2020; Rafael & Ate, 2020; Widiyanto, 2018; Zulaeha & Hum, 2017). However, this revitalization model can be said to be unsustainable, in this case the revitalization model developed in this research only focuses on how to make students or the general public increase their awareness of using local languages. The research that will be carried out is to develop a local language revitalization model through the Students Team Based Project which is integrated with the MBKM Program (Merdeka Belajar Kampus Merdeka).

Sociolinguistics course is one of the linguistics courses which is mandatory to be taught in all language study programs, be it local languages, Indonesian, and foreign languages. This course focuses on examining how language is used in society, and several topics discussed in this course are maintaining local languages, shifting local languages, revitalizing local languages, and several other related topics. But unfortunately, most of these courses are taught not based on the final product (project). With the MBKM program, this course has the potential to be used as a means of documenting local languages by involving the role of students as young researchers. This study aims to develop a Local language Revitalization Model through a Students Team Based Project in sociolinguistics courses. The output of this course is that students are expected to be able to document several local languages as a form of language revitalization. This design is a form of the MBKM Program, where students are involved in conducting research, in this case research on local language documentation.

RESEARCH METHOD

The type of research used is Research and Development. The development model used is the ADDIE model. This model uses 5 stages of development namely; 1) analysis; 2) Design; 3) Development; 4) Implementation; and 5) evaluations. This local language revitalization model was validated by research respondents consisting of 5 sociolinguistics lecturers and 30 students who had programmed sociolinguistics courses. In addition, this study also involved 15 students who were given direct intervention using the local language revitalization model that had been developed.

Research data was collected through documentation, interviews, observation and questionnaires. Research data can be grouped into four types, namely: (1) first phase evaluation data in the form of expert test results (sociolinguistics lecturer). 2) the second stage of evaluation data is in the form of validation test data for the user group consisting of 30 students which is the level of student understanding of the local language revitalization model and students' language attitudes after the intervention process. There are 3 types of data collection instruments used in this study, including: 1) expert validation instruments (sociolinguistic lecturers). This instrument focuses on providing an assessment of the local language revitalization model that has been developed. 2) The instrument tests students' understanding of the concept of language revitalization. This instrument was developed according to the material contained in the lesson plan. 3) Instruments for measuring students' language attitudes.

This study used two data analysis techniques, namely descriptive qualitative techniques and descriptive statistical analysis. Qualitative descriptive analysis was used for needs analysis, response analysis of expert validators and user validators obtained from interviews, and analysis of the results of local language documentation researched by students. This data analysis technique was carried out by grouping information in the form of input, responses, criticism, and suggestions for improvement contained in the local language revitalization model that was developed. Meanwhile, descriptive statistical analysis was used to process the questionnaire data for the assessment of expert validators and user validators. The data will be categorized into several score intervals

FINDING AND DISCUSSION

Expert Validation

Results of Local language Revitalization Model After developing a semester learning plan for sociolinguistics courses that was integrated with the local language revitalization model, the draft learning plan was validated by 3 expert validators based on 5 aspect criteria.

Table 1. Local language Revitalization Model Validation Data

Aspects	Mean	Categorization
Conformity of Learning Materials with Learning Objectives	4.33	Excellent
Completeness of Learning Materials	3.82	Good
Theory and Practice Based Learning Distribution	4.47	Excellent

Availability of Supporting Learning Media	3.73	Good
Availability of Supporting References	4.57	Excellent
Mean	4.18	Excellent
Minimum Score: 1 , Maximum Score: 5		

Table 1 shows that most of the validation aspects are in the very good category, although there are 2 aspects that are in the good category, such as the completeness of learning materials and the availability of supporting learning media. The validator suggested that the material regarding the use of the Swadesh vocabulary list be more elaborated into 2 meetings, because this material is considered as basic and important material in the concept of local language revitalization. Therefore, changes have been made, such as providing examples of swadesh vocabulary lists in other materials, such as phoneme and allophone analysis, morpheme and allomorph analysis, and syntactical rule analysis.

The data analyzed in the phoneme and morpheme analysis material is an example of the swadesh vocabulary list. Other suggestions regarding the Availability of Supporting Learning Media. The validator suggests adding learning videos related to how to take a language inventory or other material learning videos that require practical examples. This is considered to make it easier for students to better understand the concept of the material being taught. The validator's suggestion was used as the basis for revising the semester learning design draft for the sociolinguistics course which was integrated with the local language revitalization model. The revised learning plan was used as a learning guide during the intervention process

Increased Understanding Regarding Local language Revitalization

The understanding variable regarding local language revitalization is measured using instruments that have been developed in accordance with the material taught in the learning process. Comparison of pre-test and post-test data can be seen in the following table:

Table 2. Pre-Test Data

Score Intervals	Categorization	Frequency	Percentage
$X \leq 20$	Bad	3	10
$20 < X \leq 40$	Poor	15	50
$40 < X \leq 60$	Fair	7	23.33
$60 < X \leq 80$	Good	3	10
$X > 80$	Excellent	2	6.67
Total		30	100

Table 2 shows that before the learning process, most of the students' understanding of local language revitalization was in the low category, and only around 16.67% of students had a good understanding of the concept of local language revitalization. The findings of this study indicate that students need interventions that focus on increasing students' understanding of the concept of language revitalization. To see the impact of the intervention on student understanding, it can be seen in table 3:

Table 3. Post-Test Data

Score Intervals	Categorization	Frequency	Percentage
$X \leq 20$	Bad	0	0
$20 < X \leq 40$	Poor	7	23.33
$40 < X \leq 60$	Fair	12	40
$60 < X \leq 80$	Good	8	26.67
$X > 80$	Excellent	3	10
Total		30	30

Table 3 shows that after the learning process, most students' understanding of local language revitalization is in the medium category, and only around 23.33% of students have a poor understanding of the concept of local language revitalization. Based on this data comparison, it can be concluded that there was an increase in student understanding after the intervention process regarding the concept of local language revitalization.

Language Attitudes in Supporting the Revitalization of Local languages

Language attitude can be defined as a behavior that is carried out based on the view of the existence of a phenomenon towards the use of a particular language by speakers of that language. Garvin and Mathiot (1968) formulated three characteristics of language attitudes which were the variables in this study, namely language loyalty, language pride, and language awareness. The following is data on improving students' language attitudes after the intervention process.

Table 4. Language Attitudes

Kinds of Language Attitudes	Condition	Mean	Categorization
Language Loyalty	Pre-Test	3.29	Fair
	Post-Test	4.15	Good
Language Pride	Pre-Test	3.32	Fair
	Post-Test	4.21	Good
Language Awareness	Pre-Test	3.28	Fair
	Post-Test	4.19	Good
Minimum Score: 1			
Maximum Score: 5			

CONCLUSION

There are 5 aspects that are validated in developing a semester learning plan for sociolinguistics courses that are integrated with the local language revitalization model. The research findings show that there are 2 aspects that are in the good category, such as the completeness of learning materials and the availability of supporting learning media, while the other 3 aspects are in the very good category. The use of the local language revitalization model through a student team-based project integrated with the independent campus learning program is proven to be able to increase student understanding of the concept of local language revitalization and can increase students' positive language attitudes consisting of language loyalty, language pride, and language awareness

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