Developing local wisdom content as ideal ELT materials for Indonesia in globalization era

Adzanil Prima Septy PhD
Bung Hatta University Padang, Indonesia

Corresponding e-mail: adzanil@yahoo.com

Abstract: Realizing that English is an international language, many of us have been oriented that all English teaching materials would be of foreign-culture content basis and overseas topics. Such phenomenon seems to neglect (rich) domestic issues that may result in the occupation of foreign cultures of most of Indonesia learners' attitudes. Consequently, they seem unresponsive to their social cultures in spite of their knowledge of foreign cultures, ending up in some social sentiment perspectives to English as an important subject in this era. This situation may contradict with the national objectives of education emphasizing on developing national-cultural identity and the national character building along with the need to attain competitive power of human resources for the nation. This paper explores and proposes an ideal English language teaching (ELT) material and resources by which local wisdoms based content is integrated in the ELT materials. This attempt follows the national objectives of education. This paper also discusses how teachers could manage their teaching of such locally-rich materials and resources into an attractive teaching-learning management and ICT based media.

Keywords: ELT Materials, Local Wisdom Content, ICT Based Media, National Objectives, Globalization Era

Introduction

Education has been placed to be the most important component of a national development. Every nation in the world competes to have innovation in education in order to produce quality human resources to face global needs. That is why quality training and education would be of a serious concern and an important issue to discuss in this era.

Along with the need to develop competitive skills of human resource, education has also taken character development into account to balance incorporate meaning in the system (Harian Analisa, 2010; Kompas, 2011), because developing skills without characters would make education an empty taste and meaningless. It would be just like soup without salt. Developing skills, on one hand, and characters, on the other hand, would make the conduct of education meaningful leading to produce competitive human resources. Such human profile seems to be any national needs to enter the global competitiveness.

Indonesia, for instance, has considered developing students' global-competitive skill along with national character building through its education system. This attempt relates to the implementation of current national curriculum despite some skepticism in the implementation. In spite of this, the national education system has mandated that developing character and competence has become a strategic attempt to attain an excellence of human resources in the national development schemes.

The implementation of national curriculum system refers to the goal of national education. According to the National Education System Regulation (NESR), the role of education in Indonesia is to develop students' capabilities and characters in order that they have better livings in the future. For this reason, the national education is addressed to have students developed their faith observing the Oneness of God, practicing noble characters, being healthy, knowledgeable, skillful, creative, and independent, in order that they become democratic and responsible citizens for Indonesia (GOI, 2003, NESR decree No. 20 article 3).

For this purpose, the curriculum complies with the four integrated competencies to develop; spiritual attitudes, social attitudes, knowledge and skills which are labeled as KI-1, KI-2, KI-3, and KI-4 respectively (MOEC, 2013a). KI stands for *Kompetensi Inti* (key competence). Both spiritual and social attitudes could be categorized into character development while both knowledge and skills may be components of competence. In relation to this, all subjects learned in schools shall integrate such competence-character components to enable students to achieve excellence to attain the golden age generation of 2045 (MOEC, 2013b; Septy, 2017a). However, how these components of competencies to be applied in the lesson material remains a never-ending topic to discuss.

As mentioned, a global competitive skill is an important capacity to have in this era, particularly related to the need of national development. English proficiency is considered to be one of the global-competitive skills in term of literacy. English proficiency is important related to global literacy skill as its role as an international language (Septy, 2016; 2017a). English is not only a language of certain nations; it is an international language of global community. However, how English language teaching is managed may have been driven to different goal of education and training purposes according to the needs and background, and this is also a never-ending issue to discuss among academician and practitioners. For Indonesia, English is important to extend the existence of this nation in the global context, besides developing science, technology, business and industries. In spite of this, an important issue is that how to manage quality English language teaching incorporating character development for better future of Indonesian in his global competition remains to be the focused part to discuss in this paper.

It is suggested that English language teaching (ELT) relates to meaningfulness (Canale & Swain, 1980; Nowlan, 2010). This means that ELT should not only focus on some grammar lessons, but importantly how students acquire some values from the subject as well. In other words, ELT should also incorporate wisdom related content from which students could observe and reflect their own identity and view others to extend empathy. This is an important global skill to develop for their better future as a global citizen (Nowlan, 2010; Septy, 2016). However, this might have some gaps that need to be considered in English language teaching today. Therefore, this paper will discuss how teachers should manage their ELT materials of locally-rich content and resources from which students explore and learn wisdoms of their own. Such lesson materials-- extracted from their local content leading the students to respect their own environmental cultures as well--is proposed to be an ideal English language teaching (ELT) material by which local wisdom resources is integrated in the ELT materials. This may relate to the national objectives of education. Then, how the teaching of such local wisdom content is conducted attractively particularly employing current technology will also be discussed in this paper.

ELT Materials of Local Content-Wisdom

What students learn is just like food they eat. Food which is not only important for them to stay alive and healthy, it also makes how they grow. Wrong food would affect their health and growth. In relation to English Language Teaching (ELT) materials, what includes in the lesson ingredients, for instance, would affect the students' profile. The ingredients (materials) would make students grow positively or negatively. Such growth may relate to their performance in terms of behaviors, habits as well as attitudes.

If the purpose of education is to develop students' character-competence as referred to the national objective of education (GOI, 2003), then the ELT materials are also supposed to relate to integrating and developing attitudes/personality, in addition to skills/knowledge. Figure 1 shows the character-competence relation. This suggests incorporating attitudes/personality content to develop skills/knowledge to lead to quality education. However, the problem still arises in the implementation of the components into practice despite the importance of these integrated components in current curriculum system to lesson units.

Figure 1. Character-Competence Relation
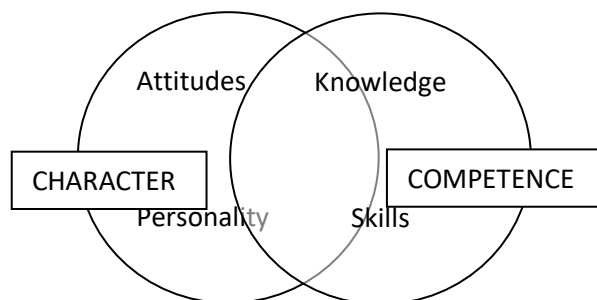
In this relation, to incorporate the attitudes/personality into a lesson could be generated from so called local wisdom content based materials (Septy, 2011; 2016; 2017b). Local wisdom based materials could be considered ideal to Indonesia current context of ELT. The components of local wisdom incorporate character by means of attitudes and/or personality. This is particularly important in language (literacy) education that language learning does not only contain generic grammatical aspects, but also values, norms and meaning, considered as local wisdom, leading to character development.

However, how such local wisdom content is applied in the ELT materials may remain discussion.

In general, local wisdom relates to rich-culturally related meaning and philosophy reflected into a text. Local wisdom is the source of conventional value naturally grown up and derived from the social and natural environments that then become philosophical-deep thoughts in controlling and developing better socio-cultural system of a certain group of people (Diaz-Rico, 2004; Nieto, 2010; Nuraeni & Alfan, 2012). Such socio-cultural values could be identified in local wisdom

Table 1. Characteristics of Local Wisdom Based Lesson Material

No.	Component	Description
1	Meaning	- Conventional - Rich-culturally relation - Philosophically-deep thoughts
2	Sources	- Naturally conventional value - Derived from social and cultural environment
3	Social-cultural	- Socio-cultural system of a certain group - Social values - Varies among communities
4	Norms/values	- Socio-culturally based - Attitudes and habit formation - Normative and ideal pattern

Referring to the purpose of education; that is character development plus competence based,

local wisdoms could be considered in English language teaching materials. Local wisdom could

be referred to for the character development in the lesson materials, because local wisdom contains some socio-culturally based values/norms. Having this integrated in the ELT materials; teaching would be meaningful providing lessons on habit meaning and attitude formation to students.

Originally, local wisdom varies among societies, and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system (Nuraeni & Alfan, 2012). This should be the essence of character based teaching how the Indonesian students could reflect their own identity. As well, local wisdom could be regarded as both universal and specific values possessed by groups of people in Indonesian community. Therefore, as a multi-cultural society, Indonesia has many local values of its traditional-socio-cultural life providing some learning resources to especially indicate the national character-based education.

In this relation, if English language learning is concerned, the ELT materials should not let students simply copy what they understand from foreign cultures. Although most of their learning materials are imported, more importantly how the students can live in their own cultural values reflecting their dignity (Septy, 2017b). Then, it is

the role of teachers to manage lesson materials containing such cultural values-local wisdoms in English language teaching into practice.

As mentioned, character referred teaching has also been outlined in the current system of national curriculum. Despite some weaknesses, the current national curriculum has included character spiritual and social attitudes (characters) to be the key competences (Ministry of Education and Culture, 2013). In this relation, English lessons should be managed to develop not only students' skill on linguistic mastery of English (i.e. sentence structures, vocabulary, pronunciation, etc.), but also include characters (attitude or personality).

The attitude could be reflected in personality religiously and socio-culturally. Since Muslim is the majority of Indonesia multi-cultures, developing students' spiritual and social attitudes using relevant religious references (i.e., Al Qur'an and Al Hadist) is suggested to consider as the local wisdom related resources in developing communicative competence of English. Texts 1 and 2 exemplify how the ELT materials of local wisdom content are developed incorporating the reference.

Text 1	Text 2
Flying stone may sign a disaster that will strike my village. According to the legend, if the stone vibrated, sounded, or even flew, there would sign a disaster striking my village. This phenomenon would last for few days. This phenomenon could be due to a dispute of disagreements on solutions toward social problems being discussed by the community leaders. So, such phenomenon reminds us to establish a good communication and cooperation in finding out the best solutions in social problems as guided in Al Quran QS Ar-Rum: 36.	Thousand stairs symbolized a mutual relationship or reunion among villagers from two different villages. This stairs was build long before the Dutch and Japanese occupations in my village Solok regency. The stairs is located on the hip of a hill called *Bukit Papan*. The hill separates the two villages. The stairs was build to ease transportation and communication between the two villagers. The stairs symbolize a spirit of relationship between people from the two different villages that still exists until now as referred to Al Quran QS Al-Hujarat: 10. So, this object teaches us a lesson to build a mutual relationship**.**
This text contains description, explanation about the legend, implication on social norms and values, and spiritual guidance/reference.	This text contains description, history, implication on social norms and values, and spiritual guidance/reference
Based on the texts, lessons from local wisdoms may be identified from the meaning of local legends, folklores, and special places in the village, certain traditional/monumental objects,	building, rivers, mount/hill, forest, and the like. As well, themes and topics relevant to daily life could be used to organize teaching-learning materials. Among the themes are health, geography,

sport/hobby, environment, transportation, culture/art, industry/economic.

Table 2 lists character values and norms that could be explored from local wisdoms of legends/objects/places for developing English lesson materials. In this circumstance, the lesson materials should not only describe the legends/objects/places. It should incorporate particular meaning of norms and values

incorporated in the legends/objects/places to describe and to explain. Excerpts 1 and 2 exemplify how such character values and norms are included in legends/objects/places for organizing teaching-learning materials. Having the materials like this, students could develop their understanding to their local norms and values leading them to build attitudes of social-cultural-spiritual awareness to practice, as well as to develop their English proficiency linguistically.

Table 2. Character Values and Norms Explored from Local Wisdoms

1. Faithful	1. Skillful	1. Scientific
2. Respecting diversity	2. Thoughtful	2. Diligent
3. Tolerant	3. Well-mannered	3. Careful
4. Collaborative	4. Critical	4. Open
5. Appreciative	5. Polite	5. Wise
6. Discipline	6. Handful	6. Simple
7. Responsible	7. Sensitive	7. Sense of pride
8. Self-confident	8. Responsive	8. Aesthetic
9. Brave	9. Communicative	9. Cooperative
10. Love country	10. Independent	10. Participative
11. Regretful	11. Efficient	11. Imaginative
12. Honest	12. Obey rules	12. Integrity
13. Heroism	13. Curiosity	13. Alert
14. Willing to give	14. Not easy to give up	14. Caring
15. Giving model	15. Logic	15. Aware
16. Aware of rights and responsibilities	16. Creative	16. Sharing
17. Democratic	17. Innovative	17. Sportive
	18. Productive	18. Love tradition
	19. Respectful	19. Humble

If the current national curriculum system is concerned, the ELT materials of any topic need to be connected to value or attitude references. The ELT should not only contain grammatical lessons. In this circumstance, the value and attitude referred to as the spiritual attitude using spiritual reference(s), i.e. Al Qur'an and/or Al Hadist for Muslim, called key competence 1 (KI-1) would be necessary. Besides, social attitudes could consider social rules as the reference, called key competence 2 (KI-2). Since Indonesia is a multi-cultural nation, there are huge socio-cultural values and meanings that could be referred to as learning resources for character development. To

do so, a number of connecting words/phrases could be used to connect the information of texts such as "according to …", "as mentioned in .../by ....", "in relation to ...", "in connecting with ...", "as said in ...", "based on ...", "as said by …", "referring to ...", etc.

In short, language learning may contain some basic principles of life that are socio-culturally transferred through some socio-cultural values and norms (Diaz-Rico, 2004; Septy, 2017a). Such socio-cultural values and norms could be used as guidelines in daily life. According to Diaz-Rico (2004:266), culture involves belief and values,

rhymes, rules, and roles. The culture has explicit and implicit patterns for living, the dynamic system of commonly agreed-on symbols and meaning, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits shared and make up the total way of life in constructing a personal identity.

C. Teacher's Classroom Management of ICT Based Media

Beside discussing what and how such local wisdom based resources, issue on how to present the lesson materials to students is also an important topic to discuss. This relates to how teaching-learning objectives to be attained. In other words, this topic refers to how the local wisdom based teaching-learning materials are delivered and presented. So, teaching-learning is not just a matter of methods of teaching, it also depends upon what means are used to present the teaching-learning materials.

Problems arisen to English language teaching often center around the unsatisfactory results of students' English proficiency. Studies have concluded that most of the unsatisfactory achievements of students' English proficiency dealt with teaching and learning processes managed in the classroom that failed to stimulate students' learning interests and motivation (Aziez, 2011:1-4; Nitiasih et al, 2013:208). The results indicated failures to attain the educational goals (competence and character development).

Besides, a classic opinion about the failures also said that English is not a native language for Indonesians. In spite of this, considering English as a means of international relation, this should not be the main reason if competing in the global competition would be of a serious concern. Therefore, two serious topics of English language teaching and learning in Indonesia today leads to; first, how to develop English teaching-learning materials relevant to current need of competence-character content, and, second, how teaching-learning process of such character-competence content is presented interestingly and interactively.

In this technology era, presenting English teaching materials would benefit both students and teacher

if using of such local wisdom in Information Communication Technology (ICT) media (Çelik et al, 2012; Sadeghi & Dousti, 2013; Septy, 2015a). The importance to rise this issue relates to at least double benefits of using the ICT media for the local wisdom based teaching; (a) to ease teaching and learning and (b) to organize huge lesson materials (Arslan, 2008; Nair et.al, 2012; Septy, 2014; 2015b). To ease the teaching and learning means that ICT media will ease students to understand lesson materials, as well as to ease teachers to manage classroom activities. On the other hand, the ICT media will also help teachers organize massive lesson materials into friendly-user formats. In short, organizing the lesson materials into ICT based media (computer) will make learning more attractively and advantageously (Erben et.al, 2009; Ibrahim, 2010; Susikaran, 2013; Ebrahimi et al., 2013; Sadeghi & Dousty, 2013; Septy, 2014).

D. Conclusion and Suggestions

Locally based learning materials have been considered ideal for English language teaching today. Such materials contain meaning values by which students would develop their comprehension to view their life at present and the future. Such material containing the local values has been considered as local wisdom based content of learning materials by which the students learn locally based culture and understanding to develop appropriate characters. This is an important part of education along with improving their language skills. The local wisdom based learning materials would make learning become meaningful for students to take part in this globalization era.

This paper has discussed how teachers should manage their ELT materials of locally-rich content and resources from which students explore and learn wisdoms. Such lesson material of local wisdom is proposed to be an ideal English language teaching (ELT) material in accordance with the national objectives of education. The teaching of such local wisdom content should also be conducted attractively employing current technology (ICT based media).

References

Arslan, A. (2008). "Implementing a Holistic Teaching in Modern ELT Classes: Using Technology and Integrating Four Skills". *International Journal of Human Sciences*. [Online] http://mpra.ub.uni-muenchen.de/20707/

Aziez, F. (2011). *Examining the Vocabulary Levels of Indonesia's English National Examination Texts*. Asian EFL Journal. Vol. 51 April 2011.

Canale, M. & Swain, M. (1980). *Approaches to Communicative Competence*. Singapore: SEAMEO RELC

Çelik, S., Arkın, E., Sabriler, D. (2012). "EFL Learners' Use of ICT for Self-Regulated Learning". *The Journal of Language and Linguistic Studies*. Vol. 8, No.2, October 2012

Diaz-Rico, L.T. (2004). *Teaching English Learners: Strategies and Methods*. Boston: Pearson Educaion inc

Ebrahimi, N. A., Eskandari , Z., & Rahimi, A. (2013). *The Effects of Using Technology And The Internet On Some Iranian EFL Students' Perceptions Of Their Communication Classroom Environment*. Teaching English with Technology, 13(1), 3-19 [Online] http://www.tewtjournal.org Pp. 3-19

Erben, T., Ban, R., & Castaneda, M. (2009). *Teaching English Language Learners Through Technology*. Routledge New York

Government of Indonesia (GOI). (2003). *Decree no. 20/2003 Concerning National Education System*

Harian Analisa. (2010). Mendiknas: Pendidikan Karakter harus Diterapkan dari Dasar. [Online] http://www.analisadaily.com/index.php?option=com_content &view=article&id=55131:

Ibrahim, A M I. (2010). "Information & Communication Technologies in ELT". *Journal of Language Teaching and Research*, Vol. 1, No. 3, pp. 211-214, May 2010

Kilickaya, F. (2004). "Authentic Materials and Cultural Content in EFL Classrooms". *The Internet TESL Journal*. Vol. X, No. 7, July 2004 [Online] http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html

Kompas. (2011). *Pemerintah Canangkan Pendidikan Karakter*. [Online] http://edukasi.kompas.com/read/2011/07/13/04580874/

Ministry of Education and Culture (MOEC). (2013). *Decree No. 64. Concerning Content Standard.*

Nair , G K S., Rahim, R A., Setia, R., Husin, N., Sabapathy, E. 2012 "ICT and Teachers' Attitude in English Language Teaching". *Asian Social Science*. Vol. 8, No. 11. Published by Canadian Center of Science and Education

Nieto, S. (2010). *Language, Culture, and Teaching: Critical Perspective*. New York: Routledge Taylor & Francis Group

Nitiasih, P. K., Suarcaya, P., & Suputra, P. E. D. (2013). *Pengembangan Model Pembelajaran Bahasa Inggris Untuk Percepatan Pendidikan Di Sekolah Menengah Pertama (SMP) Di Propinsi Bali*. Proceeding Seminar Nasional Riset Inovatif I 2013 Pp. 204-212

Nuraeni, H.G. & Alfan, M.A. (2012). *Studi Budaya di Indonesia*. Bandung: CV. Pustaka Setia

Nowlan, A. (2010). *Creating a More Globally Conscious Classroom*. Language Education in Asia, Volume 1, 2010 p.147

Sadeghi, K. & Dousti, M. (2013). "The Effect of Length of Exposure to CALL Technology on Young Iranian EFL Learners' Grammar Gain". *English Language Teaching*. Vol. 6, No. 2; 2013 Pp. 14-26

Septy, A.P. (2014). *ICT-based Media in English Language Teaching and Learning*. Paper Seminar on "Creative English Teaching and Learning Models in the Implementation of 2013 Curriculum Towards Preparing Indonesian Golden Generation 2045". Bung Hatta University Padang, December 11th, 2014

Septy, A.P. (2015a). *Implementing ICT Media in Implementing Character-Competence Content of English Materials*. Proceedings the 3rd International Seminar on English Language and Teaching 2015 "Shaping the New Trends of English Teaching and

Studies". Padang: Universitas Negeri Padang

Septy, A.P. (2015b). *The Arts of Technology Based Media in Teaching: Developing Character Competence through Teachers' Designed ICT Media.* Proceedings the 9ᵗʰ International Conference "Capacity building for English Education in a Digital Age". Salatiga: Universitas Kristen Satya Wacana

Septy, A.P. (2016). *Local Wisdom Content of English Lesson Materials toward Global Competition of Indonesia*. Proceedings 2016 International Conference of TEFLIN. Surabaya: University Adi Buana PGRI

Septy, A.P. (2017a). *Technology-Mediated Literacy Education to Local Wisdom in English Language Teaching*. Proceedings 2017 International Conference on Language, Literature and Teaching (ICoLLIT) "Revitalizing Literacy Culture". Surakarta: University Muhammadiyah Surakarta

Septy, A.P. (2017b). *Internationalizing Local Wisdom Content of English Language Teaching Materials*. Paper Presented in the 15ᵗʰ Asia TEFL – the 64ᵗʰ TEFLIN International Conference "ELT in Asia in the Digital Era: Global Citizenship and Identity". Yogjakarta: University Negeri Yogjakarta

Susikaran, R. S. A. (2013). "Integrating ICT into Teaching & Learning: A 21st Century Technology Tool for Continuing Education" *International Journal of English and Education* [Volume:2, Issue:1, January 2013. Pp 289-295 [Online] www.ijee.org