



## THE IMPLEMENTATION OF CULTURE-BASED EDUCATION IN ENGLISH LANGUAGE LEARNING AT SDN SALEMBARAN 3 TANGERANG

Fairus Sintawati<sup>1</sup>, Ratih Ayu Wulandari<sup>1</sup>

<sup>1</sup>Universitas Faletehan, Jl. Raya Cilegon KM. 06 Kramatwatu, Serang – Banten, Indonesia  
Correspondent Email: fairussintawati05@gmail.com

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### ABSTRACT

This study aims to describe the planning, implementation, assessment, and barriers to culture-based elementary English learning at SDN Salembaran 3. This study uses a qualitative method with the type of case study. The subjects of this study were English teachers, school principals, and students at SDN Salembaran 3. Data collection techniques in this study used three types, namely: observation, interviews and documentation. Data were analyzed and described and tested for validity through triangulation of methods and sources. The results of the study concluded that in planning for culture-based education in learning English the teacher had incorporated cultural elements into the lesson plan (RPP) and the syllabus was developed according to the context and potential of each school. At the implementation stage, there are teachers who have used texts and videos that contain cultural elements to introduce culture and art to students, such as Lenggang Cisadane Dance, Gambang Kromong Art, Lenong Art, and Lion Dance and introduce them to students in three languages, namely English, Bahasa Indonesia Indonesian, and Sundanese. Students are also stimulated for responses in English. Finally, at the evaluation stage, an assessment format is used in accordance with the guidebook for implementing culture-based education which measures students' ability to use English appropriately according to basic competencies and learning indicators.

**Keywords:** Culture-Based Education, English Language Learning, Qualitative Research

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### INTRODUCTION

English is a foreign language that is known, interesting, and very important to learn. English is used to communicate with other people in various countries. At Elementary School level, the position of English subject varies according to the curriculum that applies in each school. The Curriculum of 1994, 2004, and 2006 places English as a local subject while in the 2013 curriculum it is considered as an extracurricular subject. However, learning English in every curriculum change confirms that English is very important to be learned at an early age. The

assumption that at the golden age, children find it easier to master a second or foreign language, especially in understanding grammar, practicing pronunciation, and mastering vocabulary (Azizah & Surya, 2017:1).

The authority of English in young age of children can be upheld by a few components, specifically learning strategies, framework, and learning materials. There are still basic schools that have not maximized these components. There are English instructors in basic schools who educate with unseemly strategies. Assist, lacking school offices and foundation and less relevant English



learning materials. The shape of the composed setting of learning materials can be realized by coordination nearby culture in learning. This strategy is considered to be able to assist understudies learn English by connecting social components that have been caught on by understudies with modern science. This integration is anticipated to form significant learning.

On the other hand, the contextualization of the content isn't a simple thing to realize in learning English to bring components of outside culture that are diverse from the nearby culture. The integration of neighborhood materials and culture could be a challenge in learning English. Based on the over issues, analysts are inquisitive about depicting the arranging, usage, evaluation, and boundaries to learning culture-based education in English Language Learning at SDN Salembaran 3 Tangerang.

## REVIEW OF LITERATURE

### Culture-Based Education

According to Djohar (2006: 142), culture-based education is education that is oriented to the real-life environment including the values of life that develop in society. This education gives the power to select foreign cultures and local cultures, both inheritance (inculturation) and adoption (acculturation). The reason education must be integrated with local culture is so that the internalization process occurs within students. There is a process of internalization (ingrained) in students towards local culture through English as

the medium.

Based on the three levels of culture above, it can be explained that there is a link between education and appreciation of local culture. The process of cultural appreciation at the basic level through inspiring of cultural relics such as folk stories, dances, and cultural artifacts around the school and integrated in teaching and learning process in the classroom.

Tabel 1 is the concept of culture-based learning by Van Peursen in Tilaar (2004: 221).

## METHODS

The type of research used a case study that focus on observing social phenomena. According to Creswell (2015) case study research is a qualitative approach whose research explores real-life, limited or contemporary systems or various limited systems through detailed and in-depth data collection and involves various sources of information and reports case descriptions and case themes. The choice to use a case study research is due to its purpose of describing social phenomena, under the objectives of this research. This study involved English teachers, school principals, and fifth-grade students at SDN Salembaran 3. The selection of subjects for the study was determined purposively. Purposive sampling is a technique of collecting data sources by determining the sample with certain considerations (Sugiyono: 2010).

**Table 1.** Model of Culture-Based Learning in Curriculum of Formal Education

Level of Cultural Development	Group	Form of Appreciation
Mild	Children and Toddler (Pre-school and Elementary)	<ul style="list-style-type: none"> <li>- Cultural artefact</li> <li>- Folklore</li> <li>- Fiction</li> <li>- Dance, Paintings</li> </ul>
Ontology	Teenager (Junior and Senior High School)	<ul style="list-style-type: none"> <li>- Cultural artefact</li> <li>- Dance, Paintings</li> <li>- Novel (Non-Fiction)</li> <li>- Art Performance</li> </ul>
Functional	Young Adult (College and Academy)	<ul style="list-style-type: none"> <li>- Exploring cultural values</li> <li>- Development of cultural values</li> <li>- Critical analysis of culture</li> <li>- Art performance</li> </ul>



The data collection techniques used in this study includes observation, interview, and documentation techniques. The interview used in this study is a semi-structured interview. The main instrument in this research is the researcher. Other supporting data collection instruments were collected through observation sheets, interview guidelines, and documentation sheets. The data analysis technique used in this study is guided by Miles, Huberman & Saldana (2014: 3) which suggests that the activities in qualitative data analysis are carried out interactively and take place continuously until complete. Activities in data analysis, namely data collection, data presentation, and verification/drawing conclusions. The data validity technique in this study used a method and source triangulation technique. The triangulation method was obtained based on data from observations, interviews, and documentation. Triangulation of sources was obtained based on the confirmation of the respondents of teachers and fifth-grade students at SDN Salemban 3.

## RESULT AND DISCUSSION

The results of research regarding the Implementation of Culture-Based Education in English Language Learning at SDN Salemban 3 include three levels, they are: planning, implementation, assessment, and barriers to learning English can be explained as follows:

### 1. First Level: Lesson Planning

The Culture-Based Education in English Learning Planning at SDN Salemban 3 According to Newman (in Majid, 2011:15) defines “planning is determining what will be done”. Meanwhile, teaching can be interpreted as a process carried out by teachers in guiding, assisting and directing students to have a learning experience. In other words, teaching is a way of preparing learning experiences for students (Jones in Majid, 2011:16). Learning planning is designed in the form of a syllabus and lesson plans that refer to standard forms. The syllabus used by the teacher was developed through Teachers’ Forum (KKG) discussions. The teacher admitted that the syllabus still contained general material. In addition, there are also teachers who prepare their own syllabus. Thus, there are already teachers who understand the syllabus by using culture-based education but there are also those who do not understand it and does not understand how to elaborate it into their lesson plan.

The English syllabus used at SDN Salemban 3 is a culture-based, has similarities in Competency Standards (SK) and Basic Competencies (KD) because it refers to Regulation of the Minister of National Education Number 22 of 2006 regulates Content Standards which include: (1) The basic framework and structure of the curriculum; (2) Learning load for students in primary and secondary education units; (3) Education unit level curriculum; (4) Education Calendar. Referring to the Guidebook for Implementing Culture-Based Education (2014:14), the first step that teachers must take to integrate local culture is to map out content standards. This is done to see opportunities for integration of cultural elements. The results of the analysis of the Competency Standards (SK) and Basic Competencies (KD) in the syllabus indicate that there are many opportunities for teachers to incorporate cultural elements. These opportunities are then determined by the teacher himself in developing learning according to the context of each school. The researcher also analyzes the English topics contained in the syllabus which can be integrated with culture such as: food and drinks, clothes, home and residence, transportation, toys and games, and tourism/holiday.

In process of making lesson plans, the teacher stated that he had referred to the syllabus. After that the teacher consulted with the principal. The principal gave a variety of suggestions. The suggestions include calls for integration in learning, referring to manuals, and making variations in learning. The teacher admits that incorporating elements of local culture in learning English is not easy. However, teachers still try to include cultural elements in learning. The cultural elements that teachers most often adopt in lesson plans are noble values. In combining local culture in learning English, the teacher creates through example sentences in the text or dialogue. Analysis of the lesson plans used by teachers shows that only a few lesson plans reflect cultural integration.

The indicators of competency achievement and learning objectives in the lesson plan have shown cultural integration, especially noble values. Learning materials in lesson plans also have the opportunity to integrate local culture. In learning activities, the cultivation of noble values is reflected in preliminary activities to closing activities. The assessment aspect contained in the lesson plans also reflects culture-based education because it applies noble values that have been understood in the context of learning English.



## 2. Second Level: The Implementation of Culture-Based Education in English Language Learning

Teachers have understood the purpose of culture-based education in schools. To apply cultural elements in English, teachers instill noble values in students, both values contained in everyday life and local culture in learning English. In addition, the form of application of cultural elements is also carried out through the introduction of customs, culture and arts found in Tangerang. Teachers have various ways to introduce the culture found in Tangerang to students. Some teachers use texts and videos to introduce culture and art to students, such as the *Lenggang Cisadane Dance, Gambang Kromong Art, Lenong Art, and Lion Dance*. One teacher revealed that learning outside of school is an effort to integrate culture in learning. In these activities, children have been provided with knowledge about various cultures through learning Social Sciences so that children understand what to express in simple speaking practices that the teacher develops.

The teacher has applied the intercultural awareness through learning English. In teaching greeting material, the teacher looks for similarities and differences in 3 languages, namely English, Indonesian, and *Sundanese*. This concerns the concept of time in these 3 languages which is associated with the use of appropriate greetings. Competence in this learning is to instill noble values. The learning process cannot be separated from the use of learning media, learning resources, and school infrastructure. The media that are often used by teachers are image and video media. In addition, the fifth-grade English teacher also admitted that there was a discrepancy with the material to be taught and that there were no cultural-related books in English at school. In the use of facilities and infrastructure in schools, teachers also rarely use them during the learning process because it takes a long time in the preparation process. However, there are teachers who played videos of the *Lenggang Cisadane Dance* to stimulate students to respond in English.

Teachers have various ways to integrate local culture in learning English. Overall, the cultural elements that are most often integrated are noble values. The competencies achieved include recognizing, internalizing, and being creative. In

recognizing competence, students can identify and understand noble values. In internalizing competence, students can feel happy to behave according to noble values. In creative competence, students are able to get used to behaving according to noble values and develop noble values. All of the cultural elements referred to are included in the spiritual, personal, social, and nationalist aspects.

## 3. Third Level: The Assessment

Basically, teachers have understood culture-based education in terms of assessment. Teachers not only assess students in academic aspects, but teachers also assess the extent to which students understand culture and apply it in behavior. On the other hand, some teachers have not used the assessment format in accordance with the guidebook for implementing culture-based education. Teachers use the assessment form that they have previously.

## CONCLUSION

This study aims to describe the planning, implementation, assessment, and obstacles to cultural-based elementary English learning. This type of research is a case study research. The subjects of this study were English teachers, school principals, and students. This type of research is a case study that focuses on examining social phenomena. The choice of the type of case study research is due to its purpose of describing social phenomena, in accordance with the objectives of this research. Data collection techniques used in this study include observation, interview and documentation techniques. The main instrument in this research is the researcher. Other supporting data collection instruments were collected through observation sheets, interview guidelines and documentation analysis sheets. Lesson planning was designed in the form of a syllabus and lesson plans that refer to content standards. The syllabus used by the teacher was developed through PPG discussions. The teacher admitted that the syllabus still contained general material. All teachers understand the nature and purpose of culture-based education. In integrating cultural elements in English, mostly through the cultivation of noble values, both values that can be explored in daily life and the defense of local cultural identity in the process of learning foreign languages.



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