

Whole Language Learning Approaches in Indonesian Primary Schools

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Abstract

Along with the flow of information that provides an opportunity for the philosophy community to establish skills and abilities that are the skills to develop the potential and capabilities and skills that are the capabilities and skills in designing data and facts. It is in line with the development of digital currents along with the ability to develop information and communication flows and skills designed to adapt to the ability to solve social problems as well as the skills to elaborate. Adaptation on the development of a meaningful epoch on self-reliance and the ability to adapt to the changing times demanding the ability to establish following with the skills to adapt to various data and facts. Which accompanied the pace of the development of the demands to equality and philosophical skills to the meaning of life which is a positive elaboration of the various works of individuals and society.

Keywords: use of language, language as a function, outer and inner circle and design of supplementary materials.

Introduction

As well as the ability to adapt to global currents. Which is demands on the ability to adapt to the times that provide the skills and skills to adapt to the facts. In the flow of information and communication in addition to the lines of science that provide opportunities. Increase the skills and identity of each individual and the community in addition to i the ability to adjust. Both ideologically and philosophically provide a shadow to individuals to be able to transform themselves. Epstein (2018:3) states that a variety of ideas that are the ability to adapt to the skills to parse data and events involving knowledge and skills. Which includes the existence and togetherness in turns despite having the knowledge to make the knowledge more integrated and measurable and make various views can be well coordinated and orderly.

As well as the ability to adapt to global currents, which is demands on the ability to adapt to the times that provide the skills and skills to adapt to the facts. In the flow of information and communication in addition to the lines of science that provide opportunities. Increase the skills and identity of each individual and the community in addition to the ability to adjust. Both ideologically and philosophically provide a shadow to individuals to be able to transform themselves.

In addition to the skills to design data and facts and make an assessment of the concept of thought needs to be adapted to the global curriculum. Hoppey, et al (2018: 28) states that a skill to design ideas without exception by engaging all consistent and comprehensive individuals in a variety of ways that are done consistently to prove basic strategies and skills to adapt to the educator and basic education environment that provides opportunities for survival and quality attenuation in terms of making assorted ideas for survival. A learner in an elementary school environment that is an integral part of designing a culture that is in accordance with the life and suitability of identity and interconnection with the individual and the relationships with the environment of a philosophical educator is the identity associated with the skills to adapt in various ways in line with level of thinking.

These characteristics to provide survival opportunities in accordance with the principles and rules of cultural philosophy. Which gives students the opportunity to adjust opportunities and challenges by sticking to the facts that occur in terms of designing basic knowledge and making life. and make the skills in designing the philosophy of self-becoming the starting point of global curriculum design that demands individual skills in philosophy in order to be able to act in various acts and have special skills and skills in making everything happen in various opportunity to have a point of rejecting from all planning and speech acts.

Tian et al (2015: 889) state that various events that occur at the base of basic ideas to match the knowledge possessed by each learner. It means that it is in accordance with the principles of humanity and society in line with claims from Strickland (2016: 3) . Savery (2015: 4) states that which means means to adapt in the midst of a global democratic stream that demands an individual to adapt in the midst of a global stream bringing together different philosophical schools.

Creating Rational Environment for Elementary Schools in Indonesia

Into a whole, it is a meaningful idea of the ability and independence to adapt to the speech and actions of an individual to the society in meaningful improvement of national identity and skills to self-esteem behavior. As well as communities, that has meaningful skills to adapt to ideas that fit the skills. to make the alignment of ideas the primary school is the foundation of one's thinking in demanding and integrating ideas in basic philosophy and cultural concepts in line with claims from Tian, et al (2015 : 887).

Philosophy is part of a mindset and behavior to be able to exercise self-control over the phenomenon that occurs within the human mind. The process of building the philosophical

foundation of action is a measurable and consistent measure in the development of digital technologies and devices. Consistently, the skills and abilities to socialize are the absolute steps that a participant has. In this case sit, the ability and become dominant skills along with the development of the process of trying to finish life. In the sitting of this case, the ability to socialize themselves is a skill in determining skills and quality of control.

The efficiency to socialize is a skill to maintain self-control over the community. To improve the self-control of the community, it requires skills to control themselves and the ability to socialize with the environment. Knowledge to improve social skills though developed to adapt to the environment. To organize and adapt to the community, it takes a philosophical view that is to adapt to the environment to make life appropriate for different kinds of knowledge to fit the ideas with the challenges of the times. In the sitting of this case, the skills to teach philosophy to become a dominant and even though proficiency in making the environment have a better learning process than the skills to socialize with the philosophical foundation.

Strengthening Character Education in Primary Schools

Education functions to teach values or norms from one generation to the next. Basically, the sustainability of society is determined by the younger generation. The young generation is basically the backbone of the nation. The young generation are human beings who have the passion to make life better. The young generation are human beings who have a desire to move forward. The younger generation also has the spirit to move forward. So that the younger generation needs to be taught how the values and norms adopted by a nation.

The main goal is for the nation to be able to maintain the values and / or norms of the pioneering generation to the next generation. The environment around elementary school requires an educational atmosphere, the game must be able to educate students to learn to absorb learning in response to the challenges of the 21st century. Lobel, et al (2017) stated that educating characters using literature, students also need to be provided with supplementary material in the form of culture from inside as well as outside in order to be able to adapt in the global community.

Participants students need to be challenged to be able to develop themselves in accordance with the challenges of the times in the future because they are the future of Indonesia. Matias (2016: 195) states that literature, as one of the cross-cultural libraries in the world, is important to be taught in elementary schools with the aim of character education. The

2013 curriculum regulates character education as a means to educate national life in various sectors of life. It is time for the Indonesian people to begin educating students in elementary schools cross-cultural values with foreign language skills taught to children. Parker (2017) states that mastering literature does not only come from vocabulary mastery and grammar skills, but also comes from mastering the social elements of the language user. The 2013 curriculum is designed to educate children to love national culture while at the same time respecting cross-culture.

The harmony of the Indonesian nation is obtained by teaching Literature as a medium for learning global values that are universal, in every nation. Character values in children can be instilled through literature, both from Indonesia and from abroad. Habits that exist in Indonesia are not necessarily the same as the traditions that exist in other places, for that literature acts as a tool for teaching habits to speak and act in their environment, this is in line with the opinion of Stern, et al (2017: 3). The vocabulary and grammar used by speakers of Indonesian origin can be suitable for certain situations but there are times when they are not suitable for some situations.

The 2013 curriculum is one of the curriculum adapted from the humanistic approach, namely humanizing humans. Literature is a universal language, teaching people to be able to think about themselves while thinking about others and their environment. Stern, et al (2017: 4) states that literature is needed to educate children to be more humane and able to see humans as human beings. Literature as one of the universal literature is time to be taught with local values so that it can become a material for character education for children. In addition to the 21st century, humans are faced with an information age. In the information age, character values are needed in processing information.

Lobel, et al (2017) conducts research on humanistic literature, which results in information in the world obtained from information derived from language. In addition to being able to create and at the same time be able to absorb information, the 21st century also offers life challenges, namely the demand for characters to be able to interact with cross-culture.

Children Oral Stories for Character Education

Education serves to teach values or norms from one generation to the next. The sustained inability of society is determined by the younger generation. The young generation is the backbone of the nation. The younger generation are human beings who have the spirit to make life better. The younger generation is the man who has the desire to move forward. The

ultimate goal is for the nation to retain the value and norm of the pioneer generation to the next generation.

The environment around the Elementary School requires a educative atmosphere; the game must be able to learn to learn to absorb learning in response to the challenges of the 21st century. Lobel, et al (2017) states that educating characters using literature, learners also the need to be given with supplementary material in the form of culture from within and outside to be able to adapt in a global society.

Learners need to be challenged to be able to develop themselves in accordance with the challenges in the future because they are the future of the Indonesian nation. Matias (2016: 195) declares literature, as one of the cross-cultural liaison literature in the world, it is important to teach in Primary Schools with the goal of character education.

The 2013 curriculum regulates character education as a means to educate the life of the nation in various sectors of life. It is time for Indonesians to begin educating students in elementary schools cross-cultural values with foreign language skills taught for children. Parker (2017) states that to master literature is not only derived from the mastery of vocabulary and grammar, but also from the mastery of social elements of language users. The 2013 curriculum is designed to educate children to love the culture of the nation while also respecting cross-cultures.

The harmony of the Indonesian nation is a universal medium for learning values that are universal in every nation. Character values in children can be implanted through literature, whether originating from Indonesia or from abroad. The customs in Indonesia are necessarily the same as the traditions that exist elsewhere, for which literature acts as a tool for teaching the habit of speaking and acting in its environment, this opinion is in line with Stern, et al (2017 : 3). The vocabulary and grammar used by the speakers may be appropriate for certain situations but are sometimes unsuitable for some situations.

The 2013 curriculum is one of the curricula adapted from the humanistic approach, humanizing human beings. Literature is a unique language, teaching humans to be able to think about themselves as well as thinking about other people and the environment. Stern, et al (2017: 4) states that literature is needed to educate children to become more human and capable of seeing human beings as human beings. Literature as one of the universal literature is the time to be taught with local values in order to be subject to character education for

children. In addition to the 21st century, humans are faced with information abundance. In the information age, character values are needed in processing information.

Lobel, et al (2017) conducted research on humanist literature, which produced information in the world derived from information derived from language. In addition to creating the same time and being able to absorb information, the 21st century also offers a life challenge that demands that characters to be able to interact with cross-cultural.

Conclusions and Suggestions

Conclusion

The utilization of the various streams of information and communication technologies that are structured and have a close study of community behaviour that adapts to each individual's identity. Besides that, some skills and skills to socialize become factors that participate in making treatment and designing data and facts that adapt in the middle of the flow of rotation and study of knowledge. It self as well as the basic knowledge that demands an individual's ability to transform in his environment besides his skills to design knowledge to participate in various science factors. Which demands change of various changes of individual and community behaviour and has basic knowledge of data and facts that resemble science and technology of communication and information.

Suggestion

It is necessary to develop Indonesian language supplement materials for elementary school students who have the following criteria: (1) educating using language according to the setting of place and time, and (2) training in the use of language in various forms of sentences. Indonesian has two main subjects of study, namely literature and language. The author chooses material in the field of literature because it can be given implied messages.

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