

The Perspective of Konjo Native Students' on Multilingual Learning

Saiful^{1*}, Eny Syatriana², Firman³, Rina Asrini Bakri⁴

¹English Education Department Universitas Muhammadiyah Makassar,
Indonesia

²English Education Department Universitas Muhammadiyah Makassar,
Indonesia

³English Education Department Universitas Muhammadiyah Makassar,
Indonesia

⁴English Education Department Universitas Muhammadiyah Makassar,
Indonesia

Corresponding author: saiful@unismuh.ac.id

ABSTRACT. Perspective is the core component of the achievement of multilingual learning in Indonesia. This research aims to observe the perspective of konjo native students' in multilingual Learning at SMP Satap 5 Kajang, Indonesia. This study uses a quantitative approach by applying a survey design. The study population was all students at SMP Satap 5 Kajang, totaling 173 populations in the 2019/2020 school year. The number of samples with the simple random sampling technique was 59, then obtained 21 samples. In data collection, the researchers applied a questionnaire by using Likert scale scoring. The data was analyzed by using descriptive quantitative and inferential analysis using SPSS Version 23. Based on the Researchers findings the conclusion that can be stated that there was an influence of students' perspectives on multilingual learning at SMP Satap 5 Kajang but it was not significant due to a lack of interest vocabulary, lack of grammar, rarely practice, less of self-confidence, respect, appreciation and honor to the government regulations.

Keywords: *Perspective, Native konjo students, Multilingual Learning.*

1. INTRODUCTION

With the abundance of culture and language that Indonesia currently has, it is a great advantage of the state that should be maintained and passed on to future generations of the country, but there is still a lack of sense of belonging and attempts to conserve cultural resources in people's everyday lives, since at this time certain languages are still extinct. Based on the author's previous publication cited from Ismadi's description (2019) on the website of the Ministry of Education and Culture's Language Growth and Development Department, he explained that there are as many as 19 languages at risk of extinction, and that there are as many as two languages at risk of extinction in Sulawesi, one of which is Konjo,

The data on the Southeast Sulawesi Region page provided by Jumriati (2018) found that the language of the region at risk of extinction was the konjo language of South Sulawesi, and this was addressed at the International Conference on Local Languages. The viewpoint of multilingual learning students here is considered to be imperative because, in the opinion of the students who speak Indonesian in this coastal region, the use of foreign languages is still

not fluent, let alone. Many previous experiments involving several studies focused on language teaching and learning techniques, several scholars have focused exclusively on linguistics, some on sociolinguistics and others on spiritual teaching, the teaching of the Yellow Book and religious learning. However, this research did not discuss in detail the multilingual schooling taking place in Islamic boarding schools (Bin Tahir, S, 2015: 81).

The Ethnologist (2019) website states that the language of Konjo Pesisir or Kondjo, Tiro, is 6b* (threatened). This indicates that there is a danger to the life of the regional language of the Konjo. The geographical position of the Konjo language is within the province of Bulukumba. The Bulukumba Government is obligated to conserve the local language of the Konjo Government by Bulukumba Regent Regulation No 20 of 2018 on the curricula for local content of local arts and culture in basic education units in the form of local art and rural cultural content at elementary school level, but there is no regional regulation that focuses on conservation. Results of academic sources and

reference books on multilingual literacy, namely Rogers (2014) on multilingualism in education.

As Tahir et al (2018) explained in his book on learning to speak multilingualism for pesantren students in English, Arabic and Indonesian at the same time. Bin-Tahir et al (2017) on multilingualism learning systems Perceptions of pesantren students regarding a multilingual simultaneous-sequential paradigm. Study by Bin-Tahir et al (2017) on a multilingual curriculum model in Islamic boarding schools. These sources do not provide regional language learning as part of the language content, however the presentation of the material, the explanation of the approaches and the multilingual learning models are indicators of the revitalization of multilingual learning in this report. It is for this reason that it inspires researchers to study multilingual education in conjunction with the characteristics of students at SMP Satap 5 Kajang as native speakers of the endangered language, namely Konjo. With the presence of multilingual schooling in classrooms, it is hoped that this would be a way to avoid the disappearance of the Konjo language and make it a place for students to study in schools. Until designing multilingual content for pupils. This essay focuses only on discussing the viewpoints of students on multilingual education at SMP Satap 5 Kajang.

1.1 Multilingual Learning at School

Generally, a multilingual people is the people who have the capacity to use minimum three or even more languages, also used independently or in various purpose such as code-mixing and who has expertise for different purposes, based on factors such as registration, profession and schooling Multilinguals (Kemp, 2009). Multilingual according to the Big Indonesian Dictionary can be defined as a society that not only has the ability of several languages but is also capable use more than two of these languages; multilingual term in certain respects it can also mean something related to more than two languages. In the Era 4.0 this competence in mastering L1, L2, and L3 is a demand in building networks communication between speakers of different languages. Human demands to use multiple languages make it impossible to separate Multilingual plural community life with the mobility of its inhabitants very high and demanding to communicate with the user community in different languages.

Language development in the language community is largely determined by policy the language taken by a region or a country itself, thus policy the politics of language adopted by a country greatly influences development and diversity of languages used in society. language policy in a regions or countries are influenced by many factors

such as social, economic, or even factors political. These background factors have an immediate good impact or indirectly to the language taken (Rifai, 2020). Language development in a multilingual community with a background social factors can be different from language development in multilingual communities economic or political background which will have an impact on learning especially on his ESP learning. multilingual development cannot be separated from language the single language that was previously used by the local community in connection with dialect closeness, pronunciation of letters and other linguistic matters.

From this viewpoint, the researcher concluded that the concept of multilingual learning is the student who wants to learn a language both speaking and written in certain language. multilingual is refers to at least the use of three languages, mother tongue, regional language or national languages and international languages. At least the diversity of society, with the ability of more than two languages as an ability that can categorized as a multilingual society. Language users cannot be separated from the language culture used and the values in that culture. the cultural value of the language L3 will exchange culture with local values inherent in everyday life day in society because the values of life that a society believes are not regardless of the culture adopted and developed from everyday life In many schools in Indonesia, studying second or third languages at school is just usual practice for students. Sense of schooling means that a majority of students learn and taught two or three foreign languages at school, such as English and germany. However, first-language and local language instruction also takes place in classrooms, which means that many languages are used as media for tools (Saiful, 2020).

1.2 The Perspective on Multilingual Learning

Perspective is the sense of conviction or a viewpoint that reflects something's approval or disapproval. Perspective is the propensity to react in certain ways to certain objects, persons, or circumstances, cognitively, emotionally, or behaviorally. The multilingual phenomenon in the community can give color to an area that has a variety of ethnicities and cultures as well as community members who inhabit that area. Multilingual society is a society that has several languages. in this case people who are able to communicate with the languages they have and use them according to their function and context appropriately. Some reasons for mastering a foreign language include that mastering a foreign language is an investment and a future provision for one's career. It also makes parents of prospective students

more selective in looking for educational institutions that can accommodate their desire to let the children know the foreign language . In the great expectation their generation can take a part in sophisticated era and can get opportunity to have jobs in future. In Indonesia, there are at least four languages that can be considered in their work as having a vital role for the future of the nation, namely: Arabic is one of the religion language whis is dominan religion, English as the international language communitaion tool in the sophisticated era of the science and also technology, Chinese in taking the fields of economic and trading, local languages consisting regional languages with cultural diversity and local wisdom that plays a role in shaping personalities with local values, as well as a unified language, namely Indonesian as a strengthening of the spirit of national nationalism.

2. METHOD

This research used a quantitative approach, using designed survey, in collecting the data in a specific

Table 1. Statistic Descriptive Of Students' Perspective.

Variabel		Minimum	Maximum	Sum	Mean	Std. Deviation
Perspective	21	17	39	2701	27.12	6.211

The mean score of students' perspective on multilingual learning at SMP Satap 5 Kajang is 27.12 and the highest score was 39 and the lowest score is 20. The result of standard deviation was 6.211 and can be interpreted as 54%. It could be concluded that the perspective of students on multilingual learning is approximately (20.327 to 39.579) as could be described on the table II.

TABLE 2. The Frequency And Percentage Of Students' Perspective On Multilingual Learning

Interval Score	Frequency	Percentage%	Category
47 – 55	0	0	Most Positive
38 – 46	3	14	Positive
29 – 37	6	29	Neutral
20 – 28	12	57	Negative
11 – 19	0	0	Most Negative
Total	100	100	

It can be analyzed by look at the table about result of frequency in perspective score tend to show the positive impact which totally 14%, while, 86% of students tend to negative impact can be seen specifically in the figure 1 below:

point for main time in order to explain the existence of current conditions, or to define parameters in which situation can be observed, or to establish the correlation will occur in the real action. (Creswell, 2008). Students at SMP Satap 5 Kajang as the research population was 173, consisting of 59 single random samples and 21 chosen samples. The researcher used the Likert Scale model questionnaire to gather data. The data then analyzed into two different ways as descriptively to explain what was found in sentences and calculated as inferential statistic using SPSS Version. 23.

3. FINDINGS AND DISCUSSION

The result in the students' perspective on multilingual learning at SMP Satap 5 Kajang can be represented on the table as follows:

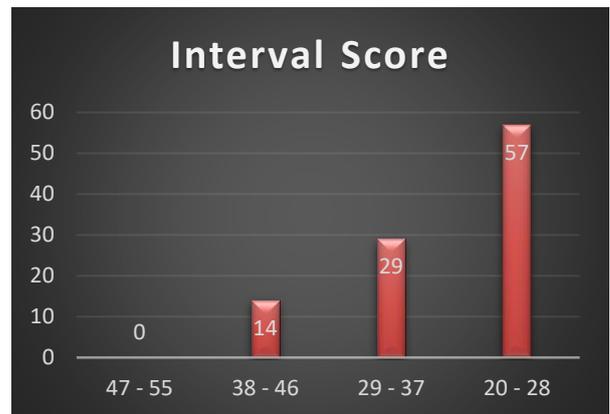


Figure 1. Percentage of Students perspective on multilingual learning

The statistic reveals that 57 per cent of the students views appear to be pessimistic, 30 per cent neutral, 29 per cent positive, and 14 per cent positive. The outcomes interpretation reveals that the likelihood value is $0.000 < 0.05$, which is used in this report. This means that the H_0 has been denied or there is an impact of the attitude on multilingual learning at SMP Satap 5 Kajang in which the constant value was 1,122, it indicates that there is no improvement of the value in cognitive perspective, such the contribution of the perspective to multilingual learning was 1,122, while in the regression value was 0,388. Can be concluded that any improvement in one cognitive perspective value would provide an improvement in perspective value 0.388.

TABLE 3. Regression Analysis Result On Students' Perspective

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.122	.232		3.754	.000
	Attitude	.432	.089	.388	4.695	.000

The perspective of students on multilingual learning at SMP Satap 5 Kajang with a contribution value of 21%, indicates that they have not yet made a substantial contribution to enhancing the process of multilingual learning at school. The tendency students to be interested in multilingual education was more significant as regards the conduct of the students perspective. Occasionally, (Walgito, 2003) stated the mentality is compatible with another element with the actions known as the dissonance of cognitive theory. With the basis of that perspective, it can be suggested if lack of awareness in the advantage of multilingual learning would give rise to negative assumption that would affect the perspective of students. The lack of awareness, the lack of confidence, the lack of opportunity and the stake holders' participation as the institution that support the method, also the application of complex curriculum to school as the basis for the students action. According to Walgito (2003) the creation of someone' perspective, determined by psychology condition, also the character, causes someone to reacts or to experience outside selective circumstances one of as the catalyst for action to behavioral improvement. Students have capacity to understand what has happened in the classroom education sector, which is still ruled by the state. This rule is just on the sidelines of the state or private school or government school and, for sure, intimidate the system of educational school. That was the answer why the organisation of multilingual learning was considered a consideration. Thus, the cognition aspect is the students understanding in shaping the perspective. Semantic component as the action of Information assets has been judged positively or negatively by an affective variable. The features of students in SMP Satap 5 Kajang is classified as adherence to government laws, so that the curricula of school could be approved and certified by the government. The lack of enthusiasm for the implementation of a multilingual learning prospect in the class interaction activity has been triggered by the government's regulations on instruction and became a nationally inspection and accreditation system of a school. The perspective of the students therefore should be updated and can inspire them build a number of motivations and ways of coordinating multilingual learning at school that are relevant with the curriculum set by the government.

4. CONCLUSION

Centered on the description above, the researcher found that the perspective of students on multilingual learning had an impact on school, but was not substantially influenced by the lack of vocabulary, grammar, rarely practice, less of

self confidence also obedience to government regulations. School must be sensitive in navigating his multilingual learning program. The government position as a regulation creator must help the school education system in Indonesia and empower nation's human being capital through multilingual learning.

ACKNOWLEDGMENT

The research is funded by Muhammadiyah University of Makassar. Thanks to Stake holder of Muhammadiyah University of Makassar and Stake holder of SMP Satap 5 Kajang South Sulawesi Indonesia. Special thank addressee to committee of ICONI SEAT Conference who mediate this paper get published.

REFERENCES

- [1] Bin Tahir, S. Z. Multilingual Behavior of Pesantren IMMIM Students in Makassar. *Asian EFL Journal*. Vol. 17. No. 3, 2015.
- [2] Bin-Tahir, Z. S., Atmowardoyo, H., Dollah, S., Rinantati, Y. Multilingual Learning Program: Pesantren Students' Perceptions on the Multilingual Simultaneous-Sequential Model. *Journal of English Language and Education*. Vol. 3. No. 2. Desember, 2017.
- [3] Bin-Tahir, S. Z., Atmowardoyo, H., Dollah, S., & Rinantanti, Y. Multilingual Instructional Model of Pesantren Schools in Indonesia. *Journal of Language Teaching and Research*. Vol. 1. No. 2, 2017.
- [4] Creswell, W. John. *Educational Research: Planning, conducting, and evaluating Quantitative and Qualitative Research*. Third Edition. New Jersey: Pearson Prentice Hall. 2018.
- [5] Ismadi, D. H. Kebijakan Pelindungan Bahasa Daerah dalam Perubahan Kebudayaan Indonesia. Diakses dari <http://badanbahasa.kemdikbud.go.id/lamanbahasa/artikel/2542/kebijakan-pelindungan-bahasa-daerah-dalam-perubahan-kebudayaan-indonesia>, 2019
- [6] Jumriati. Ancaman Kepunahan Bahasa Daerah di Sulawesi dan Solusi Jangka Panjang dari 6 Negara. Diakses dari <https://zonasultra.com/ancaman-kepunahan-bahasa-daerah-di-sulawesi-dan-solusi-jangka-panjang-dari-6-negara.html>, 2019.
- [7] Kemp, C. Defining multilingualism. In L. Aronin & B. Hufeisen (Eds.), *The exploration of multilingualism*. Amsterdam, The Netherlands: John Benjamins. (pp. 11-26, 2009).
- [8] Rifa'i M.A. Multilingual dan Perkembangannya Dalam Perspektif Pendidikan. *Al-mabsut* Vol. 14 No. 1, Maret, 2020.
- [9] Saidna Zulfiqar Bin Tahir. The Attitude of *Santri* and *Ustadz* Toward Multilingual Education at *Pesantren*. *International Journal of Language and Linguistics*. Vol. 3, No. 4, pp. 210-216, 2015.
- [10] Saiful, Eny, Firman. Preventive Efforts Against Konjo Language Extinction Through Multilingual Learning. *Exposure Journal* Volume 9 (2) November pp. 383-390, 2020.
- [11] Walgito. B. *Psikologi Sosial Suatu Pengantar*. Yogyakarta: Andi 2003.