

The Code Mixing to instruct element of Kebhinekaan Global in Elementary School

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Abstract. This research focus on the elements of Kebhinekaan Global of Profil Pelajar Pancasila. The research method used was qualitative research. The data collection process was through observation activities, and interviews with research objects. Data analysis through stages: data reduction, data presentation, and data conclusion. The results were that students as long as teachers use Indonesian and Banjar as alternative languages show that almost all of the students show good interest in learning during the learning process. The enthusiasm of students increased in answering several questions asked by teachers during the learning process. There is an increase in student scores showing good grades where the questions assigned to students can be done by students before the end of the learning time.

Keywords: Code mixing, Kebhinekaan Global, Elementary School

1 Introduction

The curriculum is an important component in education, the curriculum has a strategic role in the process of implementing education within the scope of the educational unit. The goals and direction of the curriculum over time will experience shifts and changes in line with the dynamics and needs that exist in the world of education today which can be caused by various factors such as internal and external factors in the world of education itself. Similarly, what is happening now is that the change in the new curriculum that we know as the Independent or Independent Teaching curriculum is a challenge for educators and students. The Independent Curriculum is called a prototype curriculum, there are also those who give the nickname of improving the previous curriculum or the 2013 curriculum which adjusts to the conditions of society after post-pandemic changes. The Independent Curriculum is the forerunner of the curriculum that can be applied by education units in vulnerable areas in 2022/2025.

This independent curriculum has several characteristics where it is considered to be able to restore post-pandemic learning, the first is project-based learning (project-based learning) to develop soft skills and character of students, the second focuses on essential materials, and the third is that teachers are given space to export learning based on students' abilities (H, 2023).

In the independent curriculum, there are three characteristics that bind it so that there are prominent differences from this curriculum and the previous curriculum. The development of soft skills or project-based learning includes faith, piety, and noble morals; mutual cooperation; global diversity; Independence; critical reason; And creativity is one of the three characteristics that distinguish this curriculum. The six elements that exist in the characteristics of the Merdeka curriculum are often known as the term P5 or the Pancasila student profile where each element of the Pancasila student profile represents the competencies that are expected to be possessed by Indonesian students. If you look more clearly, the six elements in the Pancasila student profile not only focus on the strength of the cognitive level but also focus on the development of students' behavior and skills. In achieving the six elements of the Pancasila student profile, the government formulated the main themes that were formulated into topics that could later be adapted by the education unit (Sudibya, Arshiniwat, & Sustiwati, 2022).

The six elements in the Pancasila student profile provide an opportunity for students to explore further about important issues or topics, both in global life and the surrounding culture. (Nafaridah, Ahmad, Maulidia, Ratumbusang, & Kesumasari, 2023), in addition, these six elements can be an illustration of teachers in carrying out the learning process that is linked to the independent curriculum where teachers can further export how the learning process can provide learning facilities that are integrated not only to students but also to the curriculum by integrating the elements of the Pancasila student profile. can create effective learning in the classroom.

In a study conducted by Sumorangkir et al. 2024 in (Andini, Sukardi, & Wahidah, 2024) it was stated that the implementation of independent learning had a good impact on the influence of participants' active learning. In learning, teachers can innovate in learning that adjusts to the learning style, learning readiness and ability of students. In the learning process itself, teachers not only instill knowledge to students but also cultivate a soul with character in accordance with the noble values that exist in Pancasila or what is called the form of the Pancasila student profile. Each element of the Pancasila student profile has its own role in shaping the character of both youth and students of the nation, such as in the second element of the Pancasila student profile "global diversity" where students can maintain the identity of the Indonesian nation, and can be open to other cultures as a form of appreciation and acquaintance with the culture. (Dewi & Putri, 2022). The element of global diversity is one of the elements that teachers most often apply in learning without realizing it.

The global element in the Pancasila student profile does not only discuss global life but also includes environmental conditions, including culture and its elements in the environment around students. The aim is that students have a clear identity, and are able to show themselves as a representation of their culture, and have strong knowledge and are open to the presence of various regional cultures and global cultures (Kiska, et al, 2023).

The role of teachers in instilling global diverse characters in students can be with various techniques such as the use of regional languages in the introduction of learning as one of the strategies to approach students, both individually and in groups. With this approach, students can not only increase their learning motivation but also improve their learning outcomes and instill a globally diverse character. In one of the elementary schools in Banjarmasin, to be precise, SDN Pasar Lama 3 makes regional languages as one of the learning approaches for its students to motivate and provide varied learning experiences for their students. From this research, the author wants to describe the learning process at SDN Pasar Lama 3 starting from preparation, learning process and learning evaluation.

2 Method

This research is qualitative research. The research method uses descriptive data in the form of written or spoken language from an individual or group of people who can be observed. The procedures or stages of this qualitative type of research include, namely, formulating problems as the focus of research, collecting data on the field, analyzing data, formulating study results and compiling recommendations for making conclusions. In line with research from (Harahap, 2020)

This research was carried out at SDN 3 Pasar Lama 3 in class 2 C in the 2024/2025 school year. This data was taken at the time limit of October 16, 2024. In this study, a sampling research method was used, namely purposive sampling. Purposive sampling is a sampling method that is chosen with special consideration (Hardani, 2020 in (Suryaningsih, Maksum, & Marini, 2023)).

In this purposive sampling, there are special criteria that are the basis for the selection of samples by the researcher, namely teachers and students in grade 2 C only, where during observation there is an overview of the use of regional languages as learning instructors from teachers, where the implementation of learning is depicted in the form of a global diversity dimension.

In this study, two instruments were used, namely interview and observation instruments. Interviews were conducted to find information from teachers and students, and observations were made to see firsthand the activities and learning process directly. This data analysis technique was taken using three stages of activities, namely reduction, display, and drawing conclusions in accordance with the data analysis technique according to Miles and Huberman in (Suryaningsih, Maksum, & Marini, 2023)

3 Findings and Discussion

From the results of the observation process and interviews conducted with two people, the first principal and the second homeroom teacher of grade 2 C. It was found that SDN Pasar Lama 3 school has implemented an independent curriculum in its learning process, the application of this independent curriculum has been overall from grade 1 to grade 6. The entire learning process has applied the concept of learning in line with the independent curriculum.

In the Independent curriculum, teachers contribute collaboratively and effectively by developing the school curriculum to organize and compile materials, books, techniques and learning content. The participation of teachers in the development of this curriculum is important to adjust the content of the curriculum to the needs of students during learning in the classroom. (Angraini, Yulianti, Faizah, & Pandiangan, 2022). Preparing for the learning process is the responsibility of teachers. The teachers can innovate in facilitating students according to the abilities, skills, and learning styles that exist in each individual student. One of the things that teachers usually prepare in preparing for learning is to design learning that is suitable for students or what is nowadays known today as a learning module. The teaching module used in the Merdeka curriculum is a document that contains learning objectives.

The steps, media, and assessments that adjust to the topic based on the flow of learning objectives or ATP (Rahmadayanti & Haroyo, 2022). Based on the results of interviews and observations conducted by the author, it was found that before starting the learning process, the homeroom teacher of grade 2 C prepares a learning tool in the form of a teaching module that is prepared by the teacher. The teaching modul is adjusted to the students' initial level of understanding of students, learning styles, and knowledge. In addition to preparing teaching modules, teachers also prepare other learning media such as learning books, learning tools in the classroom. Other learning tools are also needed such as whiteboards, markers, and checking students' preparation by reminding students equipment before starting learning. The teacher checks the preparation that the teacher sees such as notebooks, assignment books, and student stationery.

During this preparation process, the teacher makes the local language as the companion language of Indonesian in preparing students before starting learning or giving instructions to students to prepare. The use of local languages or more specifically the Banjar language is not included directly in the module that is made. However, the use of Banjar tetrap language is used as an alternative language used by teachers during preparation for learning, such as inserting students' readiness before learning in class

According to Noermanzah in 2015 in (Suwija, 2022), teachers can direct students to be able to learn the meaning and context of other sciences. The students are instructed to choose and select and use the right words to express various discourses or point of view from a text or thinking pattern so that language becomes an alternative to convey information to others.

Similarly, in the implementation of the learning process at SDN Pasar Lama 3 Banjarmasin, teachers use Banjar language as an alternative language to accompany Indonesian in learning, in the process of explaining and presenting the material, teachers are more dominant in using Indonesian in explaining learning materials. Banjar or regional languages are used as alternative languages used by teachers in asking students about the material being taught or approaching individual students or learning groups who lack mastery of the material in class.

Usually in an individual approach, teachers use Banjar language more in approaching students, the aim of provide motivation and strengthening of learning to students. In group approach, teachers use Banjar language as a classroom management approach strategy, where teachers use it to manage several students who make noise in the classroom.

In the results of research conducted by (Laras & Rifai, 2019), it was found that interest is an encouragement that a person has to achieve a goal that they want to achieve optimally. Motivation is an energy or attraction of behavior in a certain direction. And learning outcomes according to KBBI are the abilities that a student has after learning, which is in the form of cognitive, affective or psychomotor abilities caused by experience. So, in the process of learning outcomes, there is something that influences, namely the interest and motivation of learning that students have which takes place continuously and continuously.

From the results of the observations made by the author, it can be seen that the learning results shown by the students as long as the teacher uses Indonesian and Banjar as an alternative language in showing that almost all of the students show good interest in learning during the learning process. The students are more enthusiastic in answering some of the questions raised by the teacher during the learning process. In the learning activity, the teacher asked several questions related to the material taught. Almost all of the students showed high enthusiasm in answering the questions given by the teacher. In addition, when the teacher gives written questions to students, students also show high interest in answering the question, where almost all of the students complete the tasks given by the teacher before the time agreed upon by the teacher and the students.

The results of the individual approach carried out by the teacher in Aman. The teacher uses the Banjar language as an alternative language in delivering material to students. It also shows quite good results, it can be seen that some students who are facing in the learning process can also perform the tasks given well. Even though they still need guidance from the teacher in answering some questions that are considered difficult for the students. Apart from that, the approach taken by teachers in groups also to manage the classroom also shows good results where the class becomes more conducive and directed.

4 Conclusion

In conclusion, the use of banjar language as an alternative language to accompany Indonesian in the learning process has a good impact on students, where by using banjar language students become more enthusiastic in learning preparation and the process, besides that the learning results shown by students also show satisfactory results where almost all of the students can complete the assignment before the specified deadline. In addition to making the banjar language a companion for the Indonesian language in the learning process, teachers also use this banjar language as a classroom management direction for students.

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