
UTILIZATION OF LOCAL CULTURAL AND ENVIRONMENTAL POTENTIAL AS A SOURCE OF LEARNING INDONESIAN IN A GLOBAL CONTEXT

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ABSTRACT

Globalization brings changes in various sectors of life as a nation and state. Changes that occur in one community can cause changes in another society. The emergence of a change in the attitude of the young generation of Indonesia, known as the millennial generation and generation z is the impact of changing attitudes of the younger generation in developed countries. The era of digital-based technology has become the arena of life for today's generation of generations. The rise of millennial generation with a variety of innovations that have brought the impact of changes in services, including educational services. This phenomenon changes the context of the learning environment of students to be different from the previous context. The learning environment that includes school culture with its various ethos and characteristics as well as various educational policy factors has experienced a shift in the order and mechanism of its realization. The learning environment has direct and indirect effects on the learning process and outcomes. The learning process and results become meaningful if the learning activities are oriented to the potential and needs of students in present and future social life. Learning that involves the potential of the local environment and culture as a source and medium of learning is a challenge and a demand to make students able to build their character in accordance with the socio-cultural context of the community.

INTRODUCTION

When asked by the committee to be a seminar speaker with the theme of Indonesian Language Learning in a Global Context, various questions emerged in

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my mind. Is the meaning of the global context meant in that theme is the era of globalization? From this question, I imagine in my mind a variety of phenomena that are widely discussed today, namely the millennial era and kid era now, the digital era and news hoaxes, and the era of disruption. If so, this paper needs to discuss Indonesian language learning in contexts related to these various phenomena. This is intended so that the implementation of Indonesian language learning is in line with student characteristics, the atmosphere of the learning environment, the local culture where students learn, and the needs of students in learning.

Globalization is currently sweeping the world of our lives. Globalization can be interpreted as a process of integration of the nations of the world in a global system that crosses national borders, both geographical, social, cultural, political, as well as the world economic system. The phenomenon of changes in systems and patterns of life in one country affects the changes in systems and patterns of life in other countries (Online World Education Referral, 2015). Some terms that are essentially synonymous with globalization such as: internationalization, liberalization, universalization, westernization, modernization, and so on. The use of the term globalization is often confused with the term internationalization because both have identical characteristics, which implies the meaning of the diminishing role of the state and national boundaries outside geographical aspects (Tips Serbia-serbi, 2015).

In this global context, people's attitudes are increasingly open to changes influenced by changes from the outside world. These changes have resulted in increased community demands for freedom and a decent living. In this context, the ideological struggle has become increasingly irrelevant. This is evidenced from the shift in ideological concepts in government from the 16th to the 19th century. Initially an ideological concept in governance that developed around the 16th century was about the concept of collective salvation (salvation through faith) which focused on the field of religion developed by the church when that. The concept ended in the 17th century due to the emergence of a new concept, namely community safety (Drucker, 2007).

In the global context as described above, education must improve to deal with various phenomena that occur. The purpose of language learning that leads to the use of language needs our attention. Currently the attention of Indonesian language teachers is focused on efforts to display students in the use of Indonesian. The critical question for such conditions is whether we will stop making efforts in language learning when students are skilled in using language.

In the global era critical and creative thoughts are needed. The ability to think needs to get the attention of educators, including Indonesian language teachers. To that end, learning Indonesian nowadays does not merely reach Indonesian language skills, but also leads to the improvement of these thinking abilities. In other words, it's time to ask ourselves what we can give to make students think critically and creatively through learning Indonesian.

PHENOMENON OF CHANGE

Lately, we often hear debates that talk about generations living today, who are often referred to as children today. The discussion discussed many aspects of

education, morals & culture, work ethics, mental endurance, and the use of technology. The problem arises because of differences in thought patterns, perceptions, and attitudes between the old generation (or generation X), current generation (or generation Y), and future generations (or generation Z). Generation Y and generation Z seem to be very different from previous generations, both generation X and the baby boomer generation (ie the post-World War II generation).

In general, a rough border can be drawn that this Y generation or millennials are the generation born in the 1980s to the 2000s. If observed from the year of birth, the millennial generation are young children who are currently aged between 18-38 years. They are the generation that currently holds an important role in civilized, nation and state life. Therefore, to provide adequate educational services, an understanding of the characteristics of the millennial generation is needed.

If it is observed briefly, we can know that millennial generation has unique characteristics. Millennial generation is born in an era that is very easy and various facilities are available. Since the beginning of their birth, they have been able to watch color TV using remote controllers. Since their school days, they have been using mobile phones and even today they often change smartphones. In their daily lives, the internet becomes their basic needs and always try to always be connected to the internet network because their social existence is determined by the number of followers and likes. In general, they have idol figures and preferences in the genre of music and pop culture that is being hype. For young people who are maniacs with social media, they often go along to do this #hashtag #hashtag, pray for this and pray for it, and there are still many phenomena nowadays which are followed.

The above phenomenon seems to make the older generation experience confusion in following it. This condition has various interpretations from the old generation so that it raises various stigmas which are considered less pleasing to the millennial generation. Older generations often label millennials with the same stereotype, which is lazy and narcissistic. Millennials are considered less likely to pay attention to social conditions and pursue pride in certain brands / brands, while his parents at home live very simply. They are seen to be ignorant of existing conditions and only prioritize their existence on social media. They are less focused on learning and less concerned with political and economic development. This millennial generation tends to abandon cultural values, like to pursue values of freedom, be idealistic, egocentric, and often overly optimistic and unrealistic.

Unresolved generation Y problems, now a new generation has emerged again, namely generation Z. Generation Z are children born from 1995 to 2014. The range of years for counting generation Z is very diverse. The Canadian statistics agency counts Generation Z from children born in 1993 to 2011. The McCrindle Research Center in Australia calls Generation Z people born in 1995 to 2009. Another MTV: defines the generation as people born after December 2000. Despite the differences in the year, they all agreed that Generation Z were people born in the internet generation – a generation that had enjoyed the technological wonder after the birth of the internet.

If the first Generation Z are those born in 1995, it means that the oldest people from the Generation Z Indonesia are 21 years old: they have grown up, have participated in elections, are looking for or already have jobs, and other things that

can affect the economy, politics and social life in the world today. In the last decade, Generation Z continues to be researched. From political, economic, to lifestyle preferences. Because, in this world, there has never been a generation that was born familiar with technology - like them.

Generation Z is known as a character that is more unfocused than millennial, but is more versatile; more individual, more global, more open-minded, faster in the world of work, more entrepreneurs, and of course more technology-friendly.

The closeness of this generation to technology as well as proving the future of the sector will be even brighter in their hands. From an economic perspective, according to the Nielsen survey, Generation Z has already influenced global economic turnaround as 62 percent of consumers are buyers of electronic products. This is influenced by the lives of those who are completely connected to the internet.

Not yet completely thought about the beauty of the chaos of the millennial generation and generation Z, now we are in a new civilization called the era of disruption. Our life that has been felt established and lasted for a very long time was suddenly cut off (a trend break) and we entered a new era. The era of disruption changes things in such a way that the old ways are strange, obsolete, and out of date. Many clothing traders do not have shops, instead many clothing stores are empty of buyers, many ice factories have now turned into bird houses and spider nests, many empty internet cafes such as boarding houses without occupants, or facsimile machines which are now only piled in corner of the room waiting for letters that never arrive, toll road entrances without guards to provide services, and so on. All of that has undergone a very fundamental change.

The era as expressed above is not just a phenomenon today (today), but the phenomenon of "tomorrow" (the future) brought by the reformers to the present, today (the present). This condition is difficult to be accepted by an old person who feels experienced and smart in his age. Old people who feel established and experienced in their day, if not immediately release their sense of establishment, will be trapped into their past success. Therefore, in following this growing era, we must continue to study and learn. As a slogan that says "stop learning, we stop living

The era of disruption has taken place widely and has entered various sectors. Ranging from government, economics, law, politics, to urban planning, construction, health services, education, business competition, and social relations. In the field of education, we can see that most Indonesian students can already study at Harvard without having to go to Harvard. In the field of health, we can see that doctors in operating their patients have not used a scalpel as in the past to dissect the internal organs of their patients. Jobs that are currently in the hands of the workers, bankers and lecturers, may soon turn to sophisticated technology.

We need to realize together that disruption is not just online a service using digital applications, but it changes the foundation of the relationship from individual ownership to a collaborative collective. Basically, the disruption (1) results in a lot of cost savings through a simpler process, (2) makes the quality produced better than the previous quality, (3) has the potential to create new land, (4) makes those who have been excluded so far become inclusive, (5) change the closed market to open, (6) make it easy for users to access or reach (for example: motorcycle taxi or online taxi

services, or banking services and include financial technology), and (7)) makes things smart, smart, time-saving and more accurate.

EDUCATION IN FACING AN ERA OF CHANGE

The era of disruption is the era of the rise of innovation which had previously only been a tale to lull a child before going to sleep. We have often heard the term innovation in various fields including education, but the real result of innovation is only in the form of a contentious concept. Millennial young generation has awakened from their sleep. Now, they are moving without permission to the older generation, with concrete steps they break through all sectors of life. Without their voice being heard, without being seen they are working. Their innovative actions are popping up everywhere that are not seen and are not recognized by organizations, agencies, companies, or institutions that have been established before. As a result, the order of the old system that is at the moment feels disturbed and potentially destroyed if it does not adjust it immediately. Educational institutions that are only nostalgic for the old system and survive with its establishment will certainly be left behind by the generations that inhabit it.

This era of revival of innovation will continue to grow more rapidly and penetrate a variety of services. The field of services, such as transportation, food services, laundry services, cleaning services, banking services, educational services, and others, changes with the changing of consumers towards a more sophisticated and advanced era of disruption. The old system which is still manual has been largely replaced by a completely digital system. These conditions cause a shift in the order of life in various fields.

Educational institutions as providers of services for the education of the younger generation must adapt to changes in the all-digital system. Higher education institutions in particular must be able to organize education by adjusting facilities according to the needs of students and the wider environment. Higher education institutions need to develop adequate facilities and facilities to improve information systems in meeting the needs of students and developing the institutional capacity of tertiary institutions.

Student culture born in a digital world is different from the old generation culture that can only listen to radio broadcasts and watch black and white television. The current student is in an all-round, all-round, and easy life in reaching the information he needs. They can develop more global communication networks through communication that utilizes social media. Supposing, the world with various contents have been in their grasp. Many of them can obtain information and access sources of knowledge taught in lectures without having to be present and sit in class.

The era of communication through social media is an era of freedom that keeps communication participants away from fear and reticence. In communicating, young people often forget the politeness principle that must be applied when they engage in dialogue with the older generation. Junior and senior boundaries in communication through social media are often ignored. This is what needs to get the attention of educators in facing the era of communication networks that are not

limited in space and time. Educators must be able to direct them so that they can develop in accordance with the era, but still hold on to the culture of the people.

As an educator, this era of disruption with the various behaviors of millennial generations who are familiar with this digital system must be viewed positively. Educators must be able to take advantage of existing conditions and phenomena to facilitate and improve the quality of learning. Digitalisation and the ability to play digital systems must be seen as instruments that enhance the quality of learning, not as learning objectives. By utilizing the digital system, for example, educators can apply learning patterns with student-centered learning approaches and remote learning in their teaching and learning activities.

The familiarity of young people with the digital world is a useful asset in developing learning strategies. These conditions can be used to innovate and enrich learning strategies that can make students more optimal in learning because they are in their daily world. Educators can develop learning patterns with a discussion model or research and simulations to solve problems and find learning experiences. In this context of learning, educators need to formulate clear goals, design essential material, provide specific and operational tasks so that students can understand and do so in a directed manner.

Learning comfort can be obtained if students feel unburdened both sociologically and psychologically and learning tasks are able to foster a sense of pleasure for them. The application of various learning models, for example, role playing, simulation, problem solving, independent learning, group work, research work are learning activities that can maintain their learning motivation. These various models can be carried out by integrating students' digital competencies and communication facilities possessed by students.

In the context as explained above, the presence of the teacher remains important to control the quality of the process and the achievement of learning outcomes. In online learning models, teachers must be more committed in assigning tasks to achieve a higher quality learning experience. Teachers should get used to giving feedback on work created by students so they know their mistakes. At the end of the lesson, the teacher directs the learning activities to reflect. Students can provide input to instructors to develop better learning techniques. By giving each other feedback, students are trained to develop a more honest, disciplined, open and responsible mindset.

EMPOWERMENT OF ENVIRONMENTAL AND CULTURAL POTENTIALS

In the context of education, the potential of the environment is interpreted as all the resources in the learning environment that can be utilized as a means and source of learning. In *The Glossary of Educational Reform (2014)*, it is explained that the learning environment refers to a variety of physical locations, contexts, and cultures that surround student learning places. The learning environment not only refers to classrooms that have traditionally been limited to the description of a space with rows of tables and chairs and blackboards, but also refers to the whole context of life with its various changes. In a smaller scope, the learning environment encompasses the environment of the school and its surroundings, including the

culture of the school with its various ethos and characteristics as well as various policy factors that determine the educational process.

The learning environment has direct and indirect effects on the learning process and outcomes. Student involvement in learning, student motivation to learn, and a sense of comfort for learning are largely determined by the learning environment. A learning environment that is in line with the interests of students and teaching material that suits the needs of students will make learning activities more conducive and enjoyable. Student social interaction that is built on the needs of students in responding to the challenges of life in their environment can create a comfortable learning atmosphere for students. A good learning environment is a learning environment that supports the learning process so that it allows for more interesting teaching (Bates & Bates, 2015).

The learning process and results will be meaningful if learning activities are oriented to the potential and needs of students in present and future social life. Such a learning orientation will be able to arouse enthusiasm for learning and encourage students to seek, find, and practice their learning experiences in real life. Students will be aroused in high curiosity, caring attitude in learning, analytical and critical attitude, and able to accept what they want to learn. Students will act actively and proactively in learning because they are aware of learning and growing willingness to meet their needs (see Suyitno, 2016).

Student enthusiasm for learning can be built through challenging, authentic, and integrative learning assignments. Learning assignments need to be designed more comprehensively so that they are able to stretch students' thinking skills and social skills. In carrying out learning tasks, students not only rely on their cognitive abilities, but also demand their psychomotor and affective abilities to be able to carry out real tasks that are integrated with their daily life experiences. Therefore, learning needs to be done in an integrated manner by involving various important components that exist in the socio-cultural environment of the community. Thus, learning can be done interdisciplinary, multidisciplinary, or transdisciplinary.

In the process of education, students are individuals who have a double dimension. Students as individual figures in relation to themselves, each other, and nature is a relationship that is both an appeal and paradox (Snijders 2004). Student relations with each other leads to a unity which in the unity of the relationship leads to the uniqueness of who he really is. In relation to nature, students will feel to be an individual figure by humanizing nature. Furthermore, as a civilized creature, students will recognize themselves as social beings who are bound by the order of norms and values of life, both social values and values in the life of God. This dimension of the life of God originates from the individual self which serves as a material for reflection to deepen the self-understanding that leads to the life of God.

In social life, individual behavior is based and directed by his view of life. Koentjaraningrat (1981) explains that worldviews are values held by the community that are chosen selectively by individuals and groups in society. This view of life functions as a code of conduct that regulates, controls, and gives direction to the behavior and actions of individuals in society. All individual behavior is patterned so that it becomes a institution that can be broken down according to its specific functions in the community.

In this era of rapid and fundamental change, the problem of the nation's cultural character becomes a strategic issue in the world of education. The matter that is often regarded as the cause of the weak character of the nation is the low quality of processes in the education sector even though it is not only the education sector that must be responsible. These issues need to be answered through the involvement of various parties in the development of the cultural climate of the community, the creation of supporting devices, changes in strategy, and development of human resources.

This era of change that has blossomed various sectors of life is a severe challenge in the education sector. The world of education must be able to play an active role in preparing educated human resources who are able to face the challenges of life both local, regional, national and international. It is not enough for graduates to only master theories, but also be willing and able to apply them in social life. He is not only able to apply the knowledge gained in school, but also able to solve various problems encountered in daily life.

Students born in this mileneal era have the potential to develop their abilities in the context of a better socio-cultural life. In developing the ability of the self, students need challenges that are able to push themselves to be more passionate about self-discovery and discovery. To that end, learning that involves the potential of the environment, arts and local culture as a source and medium of learning is a challenge and a demand to make students able to build their character in accordance with the socio-cultural context of their society. The character of students who have a concern for the environment and local culture of their communities is the ideals and image of the expected learning experience. learning targets that will be able to lift the cultural image of the community globally.

LOCAL ENVIRONMENT AND CULTURE AS LEARNING MEDIA

Local environment and culture have an important role in supporting the success of education. Utilization of the potential of the environment around the school has an impact on the progress of the quality of student learning outcomes in reading, writing and mathematics (note Barrett, Zhang, Davies, & Barrett, 2015 & Anglican Church Grammar School, 2016). Furthermore, Blackmore et al. (2011) explained that learning that only runs conventionally and utilizes the classroom environment has not been able to provide maximum learning results. Therefore, an environment that is able to provide space and practice in a wider ecosystem is needed.

The social and cultural environment of the community is one of the factors that influence the formation and development of individual behavior, including behavior in learning. The social and cultural environment referred to in this context is a learning environment in which there is a reciprocal relationship or interaction of the community with its environment. Learning done by empowering the environment with the utilization of cultural wealth will provide opportunities for students to better understand and appreciate the learning practices undertaken so that they can gain a more meaningful learning experience.

Each region in Indonesia has different environmental characteristics, both the physical and cultural environment. Indonesia's natural environment has great

potential to be developed, both productive natural environments and natural environments for tourism. The social environment of the community also has a very large amount of cultural wealth and diverse types, both culture in the form of products, activities and expertise. Many diverse traditional ceremonies, arts, traditional clothing, traditional food, etc. are owned by each region. Almost all ethnic groups have their own cultural characteristics. These are all state assets that have a large contribution to nation building. Therefore, this wealth needs to be preserved and developed. One of the most strategic preservation and development efforts is through education.

Educational policies that do not pay attention to the conditions of students and the environmental conditions of their communities will produce graduates who are less relevant to the needs of graduates and employment. Education that overrides the potential of the local environment and culture of the community will create a gap between the expertise of graduates with employment needs. Educational development needs to be based on life skills based on local culture and directed at developing the character of national-minded students who are able to compete globally.

Education with environmental and local culture insight is education that applies principles and methodologies towards the formation of life skills in its students through an integrated curriculum developed in schools. The development of life skills insights through learning among educators is very important. As an 'agent of change', educators are expected to be able to instill the characteristics, traits, and character as well as independent soul, responsibility, and proficiency in life to their students. The character is very necessary for an educator, because through this soul, educators will have a work orientation that is more efficient, creative, innovative, productive and independent. In this connection, the performance system of educational institutions needs to develop mature and effective learning by empowering the potential of the local environment, arts and culture of the community.

Learning by utilizing the local cultural environment is a learning approach that seeks to increase the involvement of students through the use of the environment as a source of learning. The environment referred to in this case can be in the form of a natural environment, social environment, local cultural traditions, a variety of arts, a variety of traditional clothing and food, and so on. This approach assumes that learning activities will attract the attention of students if the material learned is sourced from the cultural environment in which they are doing their daily activities. Thus, the learning process is more effective and the learning outcomes will be more meaningful, both for students and for their environment.

Learning that empowers the local cultural environment can be done by inviting students to the environment or cultural events for the benefit of learning. This can be done with the field trip method, the assignment method, and others. Another way that can be taken in learning that utilizes the local cultural environment is to bring sources of learning material that comes from the cultural environment to the school (class) for the benefit of learning. These sources include cultural experts, art performers, community leaders, traditional ceremony performers, cultural objects, and so on. In the current digital era, information relating to the potential of

the local environment and culture is very easy to access. Students can use the internet to download various information.

All kinds of local cultural environments have the potential to be used as a source of learning. The teacher as a learning guide can choose the environment and determine the right ways to use it in learning activities. The choice of themes and the environment to be utilized can be discussed with students. The intended range of cultural environments includes the natural or physical environment, social environment and cultural or artificial environment.

Natural environment or physical environment is anything that is natural in nature, such as natural resources (water, forests, soil, rocks), plants and animals (flora and fauna), rivers, climate, temperature, and so on. The natural environment is relatively sedentary so that it is more easily recognized and learned by students. In accordance with their abilities, children can observe the changes that occur and are experienced in everyday life, including the process of occurrence.

By studying the natural environment, students are expected to better understand the natural phenomena that occur in their daily lives. In addition, this learning is expected to also be able to raise awareness from the beginning to love nature so that they can participate to protect and preserve the natural environment. Learning activities based on the natural environment means integrating the natural environment in a learning process. The natural environment is used as a learning resource. Natural environment learning is done to understand the material that is closely related to the daily lives of students, especially the natural environment around schools.

Social environment is an environment with a scope of life relating to the community. In this case, students can get to know the social environment from the smallest scope, namely the family. Then only about the larger social environment and more aspects such as the customs of the local population, livelihoods and religious life.

Cultural environment is an environment that is intentionally created or built by humans for certain purposes that are beneficial to human life. Students can learn the artificial environment from various aspects such as the process, its use, function, maintenance, carrying capacity, as well as other aspects that are designed with the development and interests of people and society in general. Making the environment as a source of teaching material means getting students closer to the real conditions in learning. Situations like this will prepare students to face challenges and have sustainability in life.

Learning environment is related to a broad process and context. Falk (in Rickinson, et al., 2009: 13) argues that learning that utilizes the potential of the local environment and culture needs to be distinguished from learning that utilizes various sources of information such as the formal education system, books, museums, conversations, sites. Therefore, Scott and Gough (in Rickinson, et al., 2009: 13) define three environmental learning strategies, namely (1) instruction of learners, (2) engagement, and (3) facilitation. Instruction of learners focuses on transmitting one-way information with agreed parameters and assumptions. Engagement of learners involves communication with two-way information exchange where the

main assumptions are shared. Facilitation of learning focuses on two-way or more mediation with arguments or arguments being debated.

Learning by empowering the environment and local culture is intended to familiarize students' relationships with nature and the surrounding culture so that they can gain meaningful learning experiences. Learning is not only carried out in the classroom, but also carried out outside the classroom. Pooley and O'Connor (in Gurnoy, 2010: 233) explained that the environmental learning program aims to increase students' awareness of the environment.

Based on UNESCO's policy, it was revealed that there are six expected achievement targets of education that utilize the potential of the local environment and culture. The six targets are (a) awareness of the environment (awareness of environmental problems), (b) a basic understanding of the environment and its problems and the role of humans in relation to the environment (basic understanding of the environment and its problems and human beings role in relation to the environmental), (c) attitude of caring about environmental problems (attitude of concern for environmental problems), (d) skills in overcoming environmental problems (skills overcoming environmental problems), (e) ability to evaluate proposed solutions to environmental problems (ability to evaluate proposed solutions to environmental problems), and (f) participation in solving environmental problems (participation in solving environmental problems).

Rickinson, et al (2009: 12) explain that environment-based learning focuses on nature (nature), conservation (conservation), and social change (social change). Expected targets for implementing this learning environment are values and feelings, understanding, skills, behavior, and democratic citizenship skills. With this target, education is expected to be able to build student character that leads to the development of personality, behavior, character, and good or noble character.

Students who have noble character have knowledge about their potential. In this case, students have a reflective attitude, self-confidence, rational, logical, critical, analytical, creative and innovative, independent, healthy living, responsible, love of knowledge, patient, cautious, willing to sacrifice, brave, trustworthy, Honest, keep promises, fair, humble, ashamed to do wrong, forgiving, gentle hearted, loyal, hard working, persevering, persistent, thorough, initiative, positive thinking, discipline, anticipatory, initiative, visionary, modest, passionate, dynamic, efficient, efficient , respect time, dedication, self-control, productive, friendly, aesthetic, sportsmanlike, steadfast, open, and orderly. In addition, individuals also have the awareness to do their best or superior and are able to act according to their potential and awareness. They can realize positive development as individuals (intellectual, emotional, social, ethical, and behavioral). Students who have good or superior character always try to do the best things for God, himself, others, the environment, nation and country as well as the international world in general by optimizing their potential and accompanied by their awareness, emotions and motivation.

CONCLUSION

The era of globalization has brought fundamental changes to the fabric of people's lives. These changes have an impact on changes in the mindset, attitudes, and behavior of students in learning and interacting with their environment. Student

character becomes more fragile because it does not grow and has strong roots in the culture of the community. Therefore, education needs to instill noble character to students through the performance system of educational institutions. Solid, simple, complete, visible, and environmentally friendly learning needs to be programmed and implemented. Therefore, learning models that lead to the development of cultural literacy need to be developed by teachers in teaching-learning interactions.

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