

ENVIRONMENTALLY BASED BALINESE LANGUAGE LEARNING

I Ketut Suar Adnyana¹⁾)Putu Ronny Angga Mahendra²⁾

¹⁾Indonesian Language Education Study Program Faculty of Teacher Training and Education
Dwijendra University

²⁾ Pancasila and Citizenship Education Study Program Faculty of Teacher Training and Education
Dwijendra University
E-mail :suara6382@gmail.com

ABSTRACT

Environmentally based Balinese language learning is an innovative approach that integrates the surrounding environment as a learning resource. This approach aims to improve understanding and skills in Balinese through direct interaction with the natural environment, culture, and social life. This study uses a qualitative method with a systematic literature review method . With environmental-based learning, learning will be more meaningful because learning is carried out in a real context. Thus, environmentally based Balinese language learning not only strengthens language skills, but also instills cultural values and local wisdom.

Keywords : *Balinese language learning, environment-based, learning resources, local wisdom*

1. INTRODUCTION

Currently, there is a tendency for the younger generation of Balinese not to use Balinese as the language within the family. This has resulted in a decrease in the number of Balinese speakers from year to year. If this phenomenon is allowed to continue, it will threaten the existence of the Balinese language. Over time, the function of the Balinese language will be replaced by Indonesian, English and perhaps other foreign languages. The use of Indonesian as means of communication in the household is due to that Indonesian is more prestigious than Balinese. This attitude towards language will threaten the existence of the Balinese. If this is not anticipated, it is certain that the Balinese language will be gradually abandoned by its speakers. Building a positive attitude towards the Balinese language is highly dependent on the awareness of the younger generation to use Balinese as means of communication. Why is using Balinese so important? By using Balinese, the Balinese people will better understand the culture, belief system, and value system adopted by the Balinese people.

The government has taken the right step by requiring Balinese language learning in schools from elementary to secondary levels. But with limited allocation time, students are expected to have four Balinese language skills including writing skills in Balinese script. To evaluate the learning outcomes that have been implemented in schools, it is necessary to conduct a study whether the achievement of Balinese language learning at each level of education has been achieved or not. If the Balinese language learning material is considered difficult for students, an in-depth study is needed so that the Balinese language learning material is not too dense.

Teachers in learning should innovate so that students' interest in learning Balinese increases. One of these innovations is environment-based learning. The environment is used as a source of learning for students so that learning is meaningful learning (Tarmidzi, 2019). One theory that can be applied in this context is meaningful learning introduced by David Ausubel . Meaningful learning refers to the process where new information is integrated with existing concepts in the cognitive structure of students. (Gilar, et al., 2019), so that they can build their own knowledge and increase the efficiency and effectiveness of learning (Wandani, et al., 2023). The characteristic of meaningful learning is the emphasis on the process of assimilation and association between new experiences and concepts already possessed by students. To achieve this, methods and teaching materials must be relevant to the cognitive structure of students (Asyari, 2021); (Rosana, 2013)

Students eat rice and snacks made from flour every day, but they do not know the origin of the food. Teachers can take students to the nearest rice fields and explain where the food they consume comes from. If there are no rice fields in the school environment, teachers can use other learning resources, for example by inviting students to watch videos about rice fields. When Balinese language learning is carried out in the nearest environment, teachers require students to use Balinese in communicating.

The implementation of environment-based learning can be done by introducing the names of insects in the environment. Urban students tend not to know the insects in their environment well. Most students know dragonflies but students cannot recognize the types of dragonflies carefully. The types of dragonflies in Balinese are *hanging dragonflies*, *clekitikan dragonflies*, *rack dragonflies*, *sere dragonflies*, *engkok dragonflies*, *tapis dragonflies*, *memedi dragonflies*, *ning dragonflies*, and *gobogan dragonflies*. Currently, the existence of these types of dragonflies is difficult to find in other areas because rice fields have been converted into housing. Teachers can use rivers as a source of learning. Students are introduced to things related to rivers. For example, students are introduced to the types of fish in rivers. Students certainly know the names of fish sold by ornamental fish sellers but students do not know the types of fish in rivers. The types of fish is *be nyalian* , *nyalian bedog*, *bar tin* , *jajor* (*jajung*), *julit* , *jeleg* , *be betok* , and so on .

By using the environment as a learning resource, students will know the environment around them. Teachers can explain the function of the environment for human life. In this way, students will be encouraged to preserve the environment.

RESEARCH METHODOLOGY

Research Approach

This study uses systematic literature review research. Literature review research is a search and research of literature by reading various books, journals, and other library publications related to the research topic, to produce one writing regarding a particular topic or issue (Marzali, 2017). The collection of literature review data is carried out through a literature review from relevant reference sources from books and journals to be analyzed and classified. Literature review research has several stages. The stages of literature review include collecting articles, reducing articles or reducing the number of articles based on variables, displaying articles or compiling and arranging selected articles, organizing and discussing, and drawing conclusions (Asbar & Witarsa, 2020).

This study uses a **qualitative approach** with a systematic literature review method (Marzali, 2017). The focus of the study is to review theories, concepts, and previous research results related to environmental-based Balinese language learning, which are taken from various literature and library sources. The stages of the literature review include collecting articles, reducing articles or reducing the number of articles based on variables, displaying articles or compiling and arranging selected articles, organizing and discussing, and drawing conclusions (Asbar & Witarsa, 2020).

Data source

There are several data sources in this study, namely primary and secondary data sources. Primary data sources are reference books on Balinese language learning, scientific articles discussing the concept of environment-based learning, journals related to culture-based or environment-based language learning, and the Merdeka Bahasa Bali curriculum document. Secondary data sources are previous relevant research reports.

Data collection

The data sources that have been determined are then read intensively to find important points that are relevant to the topic of study. Furthermore, the data is classified to determine the Balinese language learning strategy based on the environment.

Data Analysis Stage

The collected data is grouped based on suitability with the research focus so that an environment-based Balinese language learning strategy can be determined.

Data Study Techniques

The data is presented using a descriptive method by explaining the Balinese language learning strategy based on the environment by introducing vocabulary, making Balinese language posters, and making Balinese language texts.

RELATED RESEARCH/LITERATURE REVIEW

There are some study that examines perspective Language with environment . Puspani and Inderawati to study about Ecolinguistics Study on Balinese Lexicons of Memande at Celuk Village Gianyar, Bali, Indonesia. The results of the study show that Balinese lexicons related to Memande (silver and goldsmiths) at Celuk village, there were found the types of lexicons: 5 lexicons of material, 21 lexicons of tools, 25 lexicons of products, and 19 activity lexicons.

Pratiwi, et al studied about environmental themes in BIPA textbook: ecolinguistics perspective. The results of the study show that only a few topics covered reading texts about the environment from the 7 books we analyzed . Environmental topics in the BIPA book are limited to natural damage and efforts to save the environment. BIPA textbooks should consider topics involving global, national and regional ecological problems faced in Indonesia

Utami (2017) examines the relation of the meaning of the Balinese tiing lexicon based on the environment. Based on the research, the findings are meronymy and taxonomic hyponym of bamboo in Balinese and the related lexicons are formed by social praxis which are able to raise Balinese people's preservation efforts as ecological human.

RESULTS AND DISCUSSION

Learning based on environment is learning that uses environment as source learn . With use environment as source study , students will more understand surrounding conditions . This learning aims to bring students closer to nature. Not all students are familiar with their environment. Most students may not know the names of plants and animals in Balinese. Moreover, currently there is a tendency for children and young people in urban areas to use Indonesian as their mother tongue. This situation is certainly very worrying for the existence of the Balinese language. To anticipate the decline in Balinese speakers, the Bali Provincial Government has issued Bali Governor Regulation Number 20 of 2013 concerning Balinese Language, Script and Literature taught at all levels of elementary and secondary education as a compulsory subject in the Province of Bali with a minimum allocation of 2 hours of lessons per week. With the issuance of this regulation, there is a legal umbrella for learning Balinese in schools. The Governor of Bali also issued Bali Governor Regulation Number 80 of 2018 concerning the Protection and Use of Balinese Language, Script and Literature and the Implementation of Balinese Language Month. The regulation clearly states that the Provincial Government and Regency/City Governments protect the Balinese language, script and literature through: a. inventory; b. security; c. maintenance; d. rescue; and e. publication. Balinese language learning in schools involves Balinese language, script and literature. With a learning time of 2 hours per week, it is difficult for students to master the three components. Therefore, teacher innovation is needed in implementing learning.

Teachers should not focus learning on content but rather focus on students' language skills. One of the teacher's innovations in learning Balinese is by using the environment as a learning resource. The environment in question is the student's closest environment. In that way, students will get to know their environment better.

Rivers as a source of learning

Balinese language learning based on the environment (river) is learning that utilizes rivers as a source of learning. With this approach, rivers are not only seen as geographical places, but also as an integral part of the cultural life, traditions, and ecosystems of the Balinese people. Learning activities are carried out directly around the river. Students are assigned to document plants, fish and insects in

the river. In this way, students learn the names of trees, fish and insects that live in the river. Examples of fish and insects in the river.



Tin



Cross

Courage



Dragonfly Dragonfly Shelf crooked



Use river as source learning can also used as a medium for to plant concern student to ecology . Rivers in Bali at the moment This many are polluted . With invite student to polluted river , teacher can explain What impact pollution river to health .



Environmentally based Balinese language learning can arouse students' concern in preserving ecology. Students see firsthand the impact of polluted rivers. In the learning process, students can be assigned to express their opinions about the rivers they have observed. In this way, students can practice their speaking skills using Balinese.

Teachers can also assign students to create Balinese posters that contain an invitation to preserve the river. This assignment can be used as a strategy to train students' critical thinking skills . **In this way, students will get used to expressing their opinions related to** environmental issues.

Rice fields as a source of learning

In addition to rivers, rice fields can also be used as a source of learning. The purpose of this learning is to provide students with an understanding of preserving rice fields. Preserving rice fields

means preserving the culture of the Balinese people. Every stage in managing rice fields in Bali has a ceremony that must be performed. This is important to provide to students so that students have an understanding of how important preserving nature is for human life.

The initial stage in observation, students are assigned to observe rice, insects and animals in the rice fields. Students are assigned to mention the names of insects and animals in the rice fields using Balinese.



Eel (protected) dragonfly larvae (blauk)

To deepen students' knowledge about rice fields, students can be assigned to observe farmers' activities in the rice fields such as planting rice (memula padi) and harvesting rice (manyi).



Planting rice (*mamula*)



Harvesting rice (*manyi*)

Choosing rice fields as a source of learning can be used as a means to understand the culture of agrarian society (Balinese). Every activity carried out by farmers in the rice fields has a ceremony. Teachers can explain the meaning of each ceremony.



Conclusion

Environmentally based Balinese language learning as an approach that can improve students' language competence. By utilizing the surrounding environment, such as nature, culture, and social

life, students can learn contextually and more meaningfully. This approach not only improves language skills, but also fosters appreciation for local wisdom and Balinese cultural identity.

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