



Challenges Encountered by Educators in Imparting Lampung Language Courses as Local Content: A Qualitative Study

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Abstract

This study explores the challenges faced by educators in imparting Lampung language courses as local content, including lack of resources and limited support. This study is a qualitative study that utilize in-depth interviews and observations to gather data at YPT Pringsewu Vocational School, Indonesia. The research design focuses on exploring how incorporating Lampung vocabulary in education impacts students' cultural identity and academic performance. The findings suggest that educators also struggle with low student interest and motivation towards learning the Lampung language, highlighting the need for innovative teaching methods to make the course more engaging. Additionally, addressing societal attitudes towards the importance of preserving local languages might also be crucial in overcoming these challenges. Educators should work closely with community members and leaders to develop curriculum that is relevant and engaging, ensuring that the language is passed down to future generations in a meaningful way. Through collaboration and a holistic approach to language education, educators can help to ensure the longevity and vitality of the Lampung language. This can involve incorporating technology, interactive activities, and cultural immersion experiences into the curriculum. By making the learning process more dynamic and relevant to students' lives, educators can inspire a deeper appreciation for the language and motivate learners to actively participate in its preservation.

Keywords: Lampung language, collaboration, technology, interactive activities, cultural immersion.

INTRODUCTION

In recent years, there has been a growing emphasis on the importance of preserving and promoting local languages and cultures in education. This has led to the inclusion of Lampung language subjects as part of the local content curriculum in schools. However, educators often face difficulties in teaching these subjects due to limited resources, lack of training, and the prevalence of other subjects that take precedence in the curriculum (Eka, 2014; Rachman & ..., 2024). Despite these challenges, many educators are dedicated to ensuring that the Lampung language is passed down to the younger generation, and efforts are being made to overcome these obstacles.

Educators make use of a strategy to promote the Lampung language by integrating it into various subjects and activities throughout the school day. For instance, teachers may utilize traditional stories or songs in the language during language arts lessons or incorporate Lampung vocabulary into mathematics or science instruction. By embedding the language as a fundamental component of the curriculum, students are more likely to recognize its significance and relevance in their daily lives. Furthermore, educators are striving to create opportunities for students to engage with the language beyond the classroom, such as through cultural events or language immersion programs. By immersing students in the language and culture, educators are facilitating the continued vitality and evolution of the

Lampung language for future generations (Agustina, 2014; Warsiyem & Raja, 2016; Meriani, 2021).

Some previous studies have demonstrated that adding local content into courses can boost students' interest and knowledge of the topic. By integrating academic subjects with students' own cultural experiences, instructors may make learning more meaningful and relevant. This strategy also helps to maintain and promote indigenous languages and customs, ensuring that they are passed down to the next generation (Anisimova & Petrova, 2015). Overall, integrating Lampung language into math and science studies not only improves students intellectually but also helps to recognize and preserve the rich cultural history of the Lampung people.

A study from Halil (2024) found that incorporating local content into courses may help build a feeling of pride and identification among students, as they see their own culture mirrored in their education. This can lead to increased motivation and a stronger connection to the content being taught. Additionally, by adding Lampung language into many disciplines, educators may help students build a deeper sense of cultural competency and empathy towards others. By embracing diversity in the classroom, instructors may create a more inclusive and supportive learning environment for all children.

The significance of this study lies in the importance of preserving and promoting linguistic diversity, particularly in indigenous languages like Lampung. By developing educational materials and training educators to effectively teach the language, we are not only ensuring its survival but also helping to foster a sense of cultural identity and pride among Lampung people. This study also highlights the value of linguistic diversity in enriching the overall cultural landscape and promoting greater understanding and appreciation of different ways of communicating. Ultimately, investing in the preservation of the Lampung language is an investment in

the cultural heritage and identity of the Lampung community.

The research objectives of this study aim to assess the current status of the Lampung language, identify key challenges to its preservation, and propose strategies for its revitalization. Additionally, the study seeks to explore the cultural significance of the language within the broader context of Lampung society and its role in shaping cultural practices and traditions. Through a comprehensive analysis of these objectives, we hope to provide valuable insights that can inform future efforts to safeguard the Lampung language for generations to come.

The study delves into the importance of teaching local languages, such as Lampung, in preserving cultural heritage and promoting linguistic diversity. It highlights the benefits of language revitalization efforts, including fostering a sense of identity and belonging among speakers, as well as promoting intergenerational transmission of knowledge and traditions. By examining existing research on language revitalization programs and their impact on communities, this study aims to provide a solid foundation for proposing effective strategies for preserving and promoting the Lampung language.

Specifically, this research explores the role of education in language revitalization, examining how incorporating local languages into school curricula can help ensure their survival for future generations. Moreover, it investigates the potential challenges and barriers faced by communities in their efforts to preserve their linguistic heritage, such as limited resources and government policies that prioritize dominant languages. By shedding light on these issues, this study seeks to inform policymakers and educators on the importance of supporting local language initiatives and creating a more inclusive and diverse linguistic landscape.

METHOD

This study is a qualitative study that utilizes in-depth interviews and observations to gather data at YPT

Pringsewu Vocational School, Indonesia (Creswell & Creswell, 2017; Neuman, 2014). The research design focus on exploring how incorporating Lampung vocabulary in education impacts students' cultural identity and academic performance. By conducting in-depth interviews with both educators and students, the study aims to understand the perspectives and experiences of those involved in the implementation of culturally relevant teaching practices. Observations in the classroom setting provides insight into how students engage with and respond to the integration of their own culture in their learning. Through this qualitative approach, the study seeks to uncover the benefits and challenges of incorporating Lampung vocabulary in education, ultimately contributing to the existing body of knowledge on culturally responsive teaching practices (Miles et al., 2014; Schwandt, 2007; System & 2018, n.d.).

Data collection methods include semi-structured interviews with educators, students, and administrators, as well as classroom observations and document analysis. These methods allow for a comprehensive understanding of the impact of culturally relevant teaching practices on student learning. In addition, surveys might be administered to gather quantitative data on student attitudes and perceptions towards the integration of Lampung vocabulary in their education. By triangulating data from multiple sources, the study aims to provide a rich and nuanced analysis of the benefits and challenges of incorporating culturally relevant teaching practices in the classroom (Nassaji, 2015).

Sampling techniques is carefully considered in order to ensure diversity in the student population being studied. A stratified random sampling method is used to select students from different grade levels and academic abilities. This helps to ensure that the study captures a range of perspectives and experiences related to the integration of Lampung vocabulary in the curriculum. Moreover, the researcher includes students from various cultural

backgrounds in order to gauge the effectiveness of culturally relevant teaching practices for a diverse student body (Creswell & Poth, 2007).

FINDING AND DISCUSSION

Findings

Difficulties Faced by Educators in Teaching Lampung Language

The most common problem faced by the educator is a lack of resources such as textbooks and materials. This can make it challenging for educators to effectively incorporate Lampung vocabulary into the curriculum and provide students with the necessary resources to learn the language. Without adequate resources, educators may struggle to engage students and create meaningful learning experiences that promote the integration of Lampung vocabulary. In order to address this issue, efforts must be made to provide educators with the support and materials they need to successfully teach Lampung language and culture in the classroom (Rachman & ..., 2024).

Limited training and support for educators can also hinder their ability to effectively teach Lampung language and culture. Without proper training, educators may struggle to confidently incorporate Lampung vocabulary into their lessons and provide students with opportunities to practice and engage with the language. Also, without ongoing support and professional development, educators may feel isolated and overwhelmed, making it difficult for them to create a positive and enriching learning environment for their students. Therefore, investing in training programs and resources to support educators in teaching Lampung language and culture is essential for the successful integration of the language in the classroom.

However, student apathy towards local languages can also pose a challenge in the integration of Lampung language in the classroom. Some students may not see the value in learning their local language,

especially if they are more exposed to and interested in mainstream languages. In order to address this issue, educators must find creative ways to make the learning of Lampung language engaging and relevant to their students' lives. By incorporating cultural activities, music, and stories into their lessons, educators can help students develop a deeper appreciation for their local language and heritage. Ultimately, by fostering a sense of pride and connection to their roots, students would be more motivated to learn and preserve the Lampung language for future generations.

Discussion

Strategies to Overcome Difficulties

One strategy to overcome difficulties in teaching Lampung language is to provide educators with professional development opportunities. By attending workshops and training sessions, educators can improve their knowledge and skills in language instruction, allowing them to better engage students and create effective lesson plans (Admiraal, 2021; Fernández-Batanero, 2022; Sancar, 2021; Sims, 2021). Furthermore, collaboration with other educators and language experts can help educators stay up-to-date on the latest teaching methods and resources for teaching Lampung language (Vangrieken, 2017). Overall, investing in professional development opportunities can enhance the quality of instruction and support the preservation of the Lampung language in the community.

By securing increased funding for resources such as textbooks, multimedia materials, and educational technology, educators can further enhance their language instruction and provide students with a more comprehensive learning experience (Bayyat, 2021; Boddapati, 2024; Jiawei, 2024; Lorenzoni, 2021). This additional support can also help educators create a more dynamic and interactive classroom environment, fostering a deeper appreciation for the Lampung language among students. Eventually, with a

combination of professional development and sufficient resources, educators can play a crucial role in ensuring the continued vitality and relevance of the Lampung language for generations to come (Kokkos, 2010).

By collaborating with local communities, educators can gain valuable insights and resources to enrich their language instruction (Alibakhshi, 2021). This partnership can also help bridge the gap between classroom learning and real-life language use, making the learning experience more relevant and engaging for students. By involving the community in language preservation efforts, educators can ensure that the Lampung language remains a vibrant and integral part of the cultural identity of the region.

While collaboration with local communities can provide valuable insights, it is not guaranteed that the Lampung language would remain relevant for future generations solely through this partnership. The effectiveness of language preservation efforts also depends on broader societal factors and government support (Arkoudis & Starfield, 2008).

CONCLUSION

In conclusion, while community involvement is crucial in preserving the Lampung language, it is not the only factor at play. Government support and societal attitudes towards language preservation also play a significant role in ensuring the continued relevance of the language for future generations. By working together with both local communities and government entities, educators can create a more comprehensive and sustainable language preservation strategy that would help to safeguard the Lampung language for years to come.

One implication for teaching the Lampung language is the importance of incorporating cultural and historical context into language lessons. By understanding the significance of the language within the community and its ties to the local culture,

students are more likely to feel connected to the language and motivated to continue learning. Additionally, educators should work closely with community members and leaders to develop curriculum that is relevant and engaging, ensuring that the language is passed down to future generations in a meaningful way. Through collaboration and a holistic approach to language education, educators can help to ensure the longevity and vitality of the Lampung language.

Future research should focus on the effectiveness of community-based language education programs in preserving endangered languages like Lampung. It would be beneficial to study the impact of incorporating traditional cultural practices and values into language curriculum on student engagement and retention. Furthermore, investigating the role of technology in language preservation efforts could provide valuable insights into innovative teaching methods that can be utilized in the future. By addressing these areas of research, educators and policymakers can better support the sustainability of indigenous languages like Lampung for generations to come.

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