Developing Community- Based Education Through Sociolinguistics Approach to Increase Education Independence in Sundanese Cultural Village West Java Indonesia

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Abstract. This paper sheds on the implementation of community-based education through Sociolinguistics approach in Kampung Naga, a cultural village in West Java, Indonesia. The background of this society engagement is from the importance of understanding community needs and how to solve problems in society by taking into account the potential capabilities that exist in the community. Kampung Naga as a Sundanese traditional village has the potential to become a community-based education in improving educational independence. The HIPANA community group located in Kampung Naga, West Java, Indonesia is a group of indigenous people in Kampung Naga who have great potential to create community-based education since this group manages the cultural and economic tourism sector in Kampung Naga, unfortunately the potential that is managed still has challenges. The solutions offered are integrated using a sociolinguistic approach to solve the problems sustainably. The society engagement program aims to increase educational independence through community empowerment integrated with local cultural values. This program is important to carry out to increase the education index that is integrated with local cultural values by the objectives of the Ministry of Education, Culture, Research, and Technology in increasing the availability of access to community-based non-formal education.

Keywords: Community based Learning, Sociolinguistics in Education, Kampung Naga Indigenous Society, Literacy Society Engagement Program.

1. Introduction

Helping society reach its maximum potential in order to become independent is the aim of educational independence. One of the goals of the Indonesian nation is educational independence. It is crucial to support education's independence in society in order to strengthen human resources since unequal access to education, both formal and informal, has an impact on that independence. In places with limited access to education, where community members must travel outside of the area to obtain both formal and informal education, it is vital to improve the independence of education. Several of the

traits listed below, such as (a) a rise in the percentage of residents in school-age dropping out; (b) challenges in gaining access to education in the regions; and (c) Indonesian children's low literacy rates, are indicators that a region lacks educational independence and needs improvement [Zulkarnaen, 2019].

Kampung Naga in Tasikmalaya Regency is one of the districts in West Java Province which has cultural values that are still maintained. These cultural values that are still rooted in the community have the potential to be used as community-based education, namely community-based education. Based on data from the Tasikmalaya Regency Central Statistics Agency, the condition of education in Tasikmalaya Regency is that the average length of schooling is currently 7.73 years. This means that the average population aged 25 years and over in Tasikmalaya Regency only takes education equivalent to grade 1 or grade 2 of junior high school [Badan Pusat Statistika Kabupaten Tasikmalaya, 2023]. Based on these data, it means that the education of the people of Tasikmalaya Regency is still relatively low. The Human Development Index (HDI) is important because it explains how the population can access development results in obtaining education, the economy, and so on.

The potential for cultural tourism in Kampung Naga is very large [Paramitha & Bhaskara, 2020]. This is indicated by the level of tourist arrivals. Tourist visits to Kampung Naga come from foreign and domestic tourists.

Even though the local community does not recognize the tourism development that has been carried out in Kampung Naga, tourism activities are still running. It was proven that there was a local tour guide there who accompanied visitors when they arrived [Paramitha & Bhaskara, 2020].

The Kampung Naga HIPANA community group located in Neglasari Village, Salawu District, Tasikmalaya Regency, West Java Province is a group of local residents who have their main livelihood as farmers, but besides that, they also manage the field of cultural tourism and financial management of tourism activities in the form of management of tour guide and MSME costs. However, the potential for managed cultural and economic tourism has challenges, especially in its management. HIPANA Kampung Naga oversees the "Sauyunan" Cooperative in financial management. During the pandemic until now, the cooperative there has been less active in promoting local production. Cooperative financial management has not been managed systematically, so this requires special handling related to financial management. Society is a translation of society or community. Society is often defined as "general society", while community is "local society" or "paguyuban" [Shadily, 1983].

Through local cultural values integration and community empowerment, this initiative seeks to strengthen education's independence. The goal of the Ministry of Education, Culture, Research and Technology is to improve access to community-based non-formal education, so it is vital to implement this program to raise the index of education that is integrated with local cultural values. Methods

This study is a research and development (Research and Development). The product developed is an English Guide Book by integrating local culture through a Genre Based Pendagogy (GBP) approach. The development model adopted in this study is the ADDIE development model, which consists of five steps, namely: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model has been widely

used by practitioners, researchers, and teachers in developing technology-based teaching materials [Stapa & Mohammad, 2019]. In the analysis phase, the researchers analyzed learners' problems, instructional goals, and learning objectives. Moreover, in order to analyze the obstacles encountered by learners in learning writing skills, the researchers incorporated a set of interview questions and students' written works. For identifying students' written works, the researchers used the theory of error analysis [Alamargot & Chaquoy, 2001]. The errors were classified based on the types of errors and tabulated in the table according to categories and frequency of occurrence of errors and percentage found among the subjects in paragraph writings. Meanwhile, in the design phase, researchers determined a task inventory and composed performance objectives. Those were ordered regarding the teaching/learning cycle of GBP theory [Zhu & Wang, 2020]. Next, development phase, in this phase we authored and produced the materials, activities, or exercises, as well as chose the interactive background and story-line of English Guide Book. The English Guide Book developed was assessed by three experts to see the quality of content/material, language, and media. The feasible English Guide Book was then implemented in the class. At the end of the class, learners gave their views about the content/material, language, and media of English Guide Book. The last step was evaluation, in this step, we revised the English Guide Book based on learners' views and field reports during the implementation.

2. Result and Discussion

2.1. Analysis Phase

Google Form was utilized to collect the data, which was then used to examine the students' earlier writing assignments. The questionnaire revealed the issues pupils had with grammar, syntax, and vocabulary knowledge. These two forms the foundation of education. According to Tomlinson, the best instructional materials must be centered on the needs and goals of the students. [Tomlinson, 2014]. It can be highly helpful in selecting course material and lecture structure as well as directing the selection of relevant activities and assessments to state clear instructional goals and objectives. As Additionally, this can help the kids comprehend what they should study and precisely what they must perform. Additionally, the questionnaire's set of questions incorporated the model created [Solehana et al, 2019].

2.2. Discussion

According to the study of the learner's writing, seven faults were identified, including repetitions of ideas and grammatical, syntactical, spelling, and punctuation issues. Grammar, syntactical, spelling, and punctuation faults were the four main writing issues that the students encountered. First, the grammatical and syntactical problems related to gender and number, verbs and adjectives, noun-pronoun agreement, as well as subject-verb agreement, were discovered in the students' writing. Second, the majority of spelling mistakes were orthography, and third, the punctuation mistakes that were found involved minute punctuation and capitalization mistakes [Mckay, 2011]. It takes

more than just grammatical proficiency, vocabulary breadth, and phonological awareness to comprehend a target language correctly. The cultural norms and characteristics that both languages reflect must also be known by the students. As a result, pupils will have to deal with the difficulties of cultural diversity [Snigdha, 2022].

The six stages of Bloom's taxonomy—knowledge, comprehension, application, analysis, and synthesis—were also included in the formulation of the objectives. The criteria for both lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) were intended to be met in the evaluation of the student's performance against the objectives [Alaghbary, 2021]. For example, the verbs "recognize" and "reproduce" could represent the level of knowledge in Bloom's taxonomy, and as such they would appear in the lower level of tasks; whereas the verb "compose" represents the level of synthesis, and as such would be used more frequently in a much higher level of tasks. In this research case, the tasks were developed from the lowest level to more high or complex tasks. The researchers developed a kind of task inventory and a set of performance objectives during the design phase that were organized according to the teaching/learning cycle of the SFL-GBP technique [Zhu & Wang, 2020]. The product created had been legitimate in terms of the resources, language, and media used being appropriate for the content and instructional design. However, some problems that were brought up by experts—such as a few grammatical and spelling errors—as well as the clarity of the images—were eventually addressed and fixed. As a result, the research's development of the Padlet learning media was ultimately deemed to be genuine in all respects. As a result, the lecturer might employ this product in the process of teaching and learning. In addition, based on the opinions of the students, has been classified as a workable product in terms of the content, language, and media characteristics.

3. Conclusion

The argument in the discussion part showed that the items could be classed firmly as a very good and practical model for an English lesson. Both the student opinions and the professional viewpoint are supported by this reasoning. It is hoped that the findings of this study will significantly aid in the development of thorough teaching curricula, materials, and lesson plans for English language courses.

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