

THE IMPLEMENTATION OF *KAULINAN BARUDAK* IN SUNDA LANGUAGE LEARNING

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Abstract

Learning Sundanese for people who are not Sundanese is considered a difficult lesson. These conditions require a teacher as an educator to be innovative in conveying learning so that students are enthusiastic in participating in learning. Through the application of children's games, or in Sundanese language, "kaulinan barudak" in learning Sundanese, it makes learning. This game "Kaulinan Barudak" is in demand because it is a learning media full of philosophical values that are good for children's characters. The research focuses on applying Barudak kaulinan or Children's game as medium in learning Sundanese language for grade V at SDK BPK Penabur Kota Baru Parahyangan. The research was carried out using a qualitative descriptive technique. The data result of this research from interviews, observations, and documentation. Therefore, this result of this research shows that. The application of Barudak's Kaulinan in learning Sundanese is very effective, in addition to growing children's interest in learning, the application of Barudak's Kaulinan is also a defense of Sundanese culture which is increasingly being eroded by the times.

Keywords: Kaulinan Barudak, Sundanese, Learning

Abstrak

Pembelajaran bahasa Sunda bagi orang-orang yang bukan orang Sunda dinilai menjadi pembelajaran yang sulit. Kondisi seperti ini menuntut guru sebagai tenaga pendidik harus inovatif dalam menyampaikan pembelajaran agar siswa antusias dalam mengikuti pembelajaran. Dengan penerapan kaulinan barudak pada pembelajaran bahasa Sunda menjadikan pembelajaran ini diminati karena kaulinan barudak merupakan media pembelajaran permainan yang penuh dengan nilai-nilai filosofi yang baik untuk karakter anak-anak. Fokus dalam penelitian ini adalah bagaimana implementasi kaulinan barudak sebagai media pembelajaran pada pembelajaran bahasa Sunda kelas V di SDK BPK Penabur Kota Baru Parahyangan. Penelitian dilakukan dengan menggunakan teknik deskriptif kualitatif. Data yang diolah merupakan hasil wawancara, observasi, dan dokumentasi. Penerapan kaulinan barudak dalam pembelajaran bahasa Sunda sangat efektif sekali, selain menumbuhkan minat anak untuk belajar, penerapan kaulinan barudak juga merupakan pemertahanan budaya Sunda yang semakin terkikis oleh perkembangan zaman.

Kata Kunci: Kaulinan Barudak, Bahasa Sunda, Pembelajaran.

INTRODUCTION

The lack of students' interest in Sundanese subjects is thought to be due to the learning process. The teachers more often use the conventional method (lecture). The teachers are reluctant to do learning activities using innovative methods. This causes students to be less enthusiastic about learning the regional language. According to Hasriadi (2022) that the learning systems that are often used by teaching staff in Indonesia still use conventional methods. Learning methods that are monotonous and rely solely on the

lecture method and rote memorization will gradually make students bored following learning. If it's like that then the impact will be felt in the final learning outcomes.

Learning regional languages, especially Sundanese in West Java, is one of the learning areas that is closely related to culture. The existence of Sundanese as the mother tongue for the native Sundanese has begun to be eroded by cultural developments. Kaulinan Barudak in Sundanese language learning is a learning medium that is closely related to culture and has been eroded by cultural developments. Sularso in Afriyanto et al (2018) argues that the process of local wisdom education is very important to realize because local wisdom has begun to be neglected. This can be seen from the behavior that does not reflect the value of local wisdom which is continuously eroded by a more modern lifestyle. The globalization of the times which has made rapid progress in many ways has caused Sundanese language lessons to receive less attention at all levels of education. Not only that, the existence of Sundanese language subjects as local content exacerbates the situation of Sundanese itself because as local content, learning the regional language is not taken seriously by students.

As the result of observations by the writer at the end of this year at SDK BPK Penabur Kota Baru Parahyangan show very significant differences and have an attraction to observe. The position of the school is in a luxury residential area with a pluralistic society and there are not a few foreigners living in the complex whose children attend BPK Penabur, Kota Baru Parahyangan. In terms of everyday language, not a single student uses Sundanese as their mother tongue because students are children of Chinese descent and several students are children of Korean descent. These related studies have been conducted by Pramswari (2014) who examined Sundanese learning in border areas. Pramswari revealed that teaching Sundanese in areas with strong Sundanese culture would not encounter many obstacles. However, in the border area where the population is formed from a mixed society, of course it will make learning Sundanese full of challenges. However, this must still be done because learning Sundanese in areas that incidentally are not Sundanese will shape the introduction of other cultures. According to Zamroni (Gloriani, 2013) argues that education in a pluralistic society as an instrument of social engineering requires educational institutions to participate in raising awareness in a

pluralistic society and fostering mutual respect and respect to manifest needs and the ability to collaborate with all the differences that exist.

This was contrast to the research conducted by Pramswari, this research was not conducted because of the difficulty of learning Sundanese in heterogeneous areas, but this research was conducted because the academic scores of students in Sundanese language subjects at SDK BPK Penabur Kotabaru Parahyangan showed good and satisfying results even though the use of everyday language students did not use Sundanese as their mother tongue because students were children of Chinese descent and some students is a child of Korean descent.

The challenge ahead is how to implement local language subjects, especially Sundanese, into meaningful and interesting subjects so that students' interest in participating in learning Sundanese is more enthusiastic. According to Bayu (2015) an increase in the learning process and the use of more varied techniques, strategies and methods will maximally affect students' success in the learning process of Sundanese. In learning Sundanese, it is known as Kaulinan Barudak. Kaulinan Barudak is a medium to introduce Sundanese language and Sundanese culture. Not only that, according to (Amirudin & Mukarom, 2018) the Barudak Kaulinan is full of cultural values and life values in the Sundanese people. The essence of the problem of this research is how to apply kaulinan barudak as a learning medium in learning Sundanese for class V at BPK Penabur Elementary School, Kota Baru Parahyangan.

METHODS

This research used a qualitative descriptive method with the aim of researching and examining in depth the events or incidents. The data obtained are descriptive data, descriptions and descriptions based on facts in the field and not related to numbers. According to Creswell in Bayu (2015) argues that in order to describe, analyze, and interpret a group related to culture (culture), regarding actions, beliefs, and language that develops, qualitative research must be carried out. Meanwhile, Widiawati was in Hakim, Sabilla, Yulia and Herlambang (2022) stated that the descriptive method aims to describe and describe facts or characteristics of a particular population in a structured, real, and accurate manner. The data Collection in this research through observing and interviewing

techniques to informants involved in learning the Sundanese language. The data collected, processed and checked and observed for accuracy.

RESULT AND DISCUSSION

Based on the results of observations and answers to the question of how to implement Kaulinan Barudak as a learning medium for learning Sundanese at BPK Penabur Elementary School, Kota Baru Parahyangan, class V. Therefore, the research process began by collecting data from 3 informants, namely the principal, teachers, and students. The findings of the data which form the basis of this research are the results of observing, interviewing, and documenting those carried out with the parties concerned.

Observation is the first stage carried out to find out the real conditions of the application of Barudak's Kaulinan in learning Sundanese. In addition to direct observation, interviews with teachers, school principals and students as well as analysis of documents in the form of lesson plans and student learning outcomes were also observed by researchers. The results of interviews, observations, and documentation carried out by researchers included the process of learning Sundanese before and after learning was carried out and the teacher's strategy in making Sundanese learning methods at BPK Penabur Christian Elementary School, Kota Baru Parahyangan. The findings that are in accordance with the focus of the research are presented as follows.

1. The stages of learning Sundanese at BPK Penabur, Kota Baru Parahyangan, using Barudak's kaulinan as a learning medium.

Teacher Interview results

The first step in learning Sundanese at BPK Penabur Kota Baru Parahyangan, especially at SDK, begins with the preparation of a Learning Implementation Plan (RPP), syllabus and other learning media. Source books, projectors, and other media appropriate to the learning materials. The strategy used is by translating the subject matter that will be given and using participatory methods.

Headmaster Interview results

“In carrying out their duties, the teacher must prepare a Learning Implementation Plan (RPP), syllabus, research units, prota and prosem. The devices used when teaching are the

teacher's handbook, active speakers, computers, infocus and the screen. In general, BPK Penabur Elementary School students in Kota Baru Parahyangan do not use Sundanese as their mother tongue, so the teacher must translate the material that will be given to students in class. Each teacher is provided with training, because this subject is unique".

Student Interview results

“Teachers must prepare classrooms, stationery, and handbooks before starting teaching and learning activities. The teacher explains orally, and performs Sundanese songs through infocus and invites students to join in singing, discussing and practicing children's games, such as oray-oryan, cingciripit, endog-endogan and many other exciting games. Therefore, Sundanese language lessons which are considered difficult are still in demand by students”.

The readiness of teachers as educators can be seen when they are going to carry out teaching and learning activities in learning Sundanese, this can be seen when carrying out the initial activities, activities and even closing. The teacher as a facilitator prepares the room to create a comfortable and conducive learning atmosphere. Media and tools that support learning are prepared before starting learning and each activity carried out has a procedure or steps so that learning has a purpose.

2. Efforts made by the teacher in implementing Sundanese language learning for fifth grade students at BPK Penabur Elementary School, Baru Parahyangan

Teachers Interview results

Teachers take a persuasive approach to students. When conducting learning activities, the teacher accompanies students, explains and translates the language first. The teacher always motivates students in all ways, especially when they are doing game activities (kaulinan barudak). Students are very enthusiastic, especially when demonstrating and singing the Barudak Kaulinan song. Sundanese language lessons are mandatory lessons, because even though Sundanese is local content, the weight is the same as other subjects, whose values are listed in the report.

Headmaster Interview results

At the first face-to-face approach, for example Koreans must be approached personally by having light conversations, asking about the difficulties encountered in learning Sundanese and then giving guidance and reinforcement. Teachers carry out learning activities intensively. The previous discussion is always reviewed to see whether students understand the material being taught. If teachers as educators are able to convey lessons in an innovative way, students will be more interested in participating in learning.

Students Interview results

Students are invited to tell stories, the teacher asks about the difficulties they face and explains. Students were asked to write notes, then explained the purpose of the subject matter. Students are always motivated, they are told about Sundanese cultural events (kaulinan barudak). Students enjoy participating in learning, because the learning atmosphere is like a playful and enthusiastic atmosphere.

Based on the results of the research which included interviews, documentation, and observation of Sundanese language learning strategies at SDK BPK Penabur Kotabaru Parahyangan, it shows empirical facts that teachers carry out learning strategies by making learning efforts equipped with varied media so that students are more responsive and will be more eager to follow learning. Students' ability to learn Sundanese in class V SDK BPK Penabur Kotabaru Parahyangan is very active, student activity is a measure of liking or not learning Sundanese. Even though at first students had difficulties, with the explanation given by the teacher by conveying material using many strategies, some media and fun games made students give positive responses.

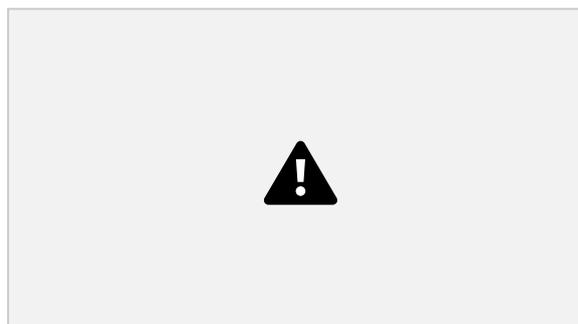
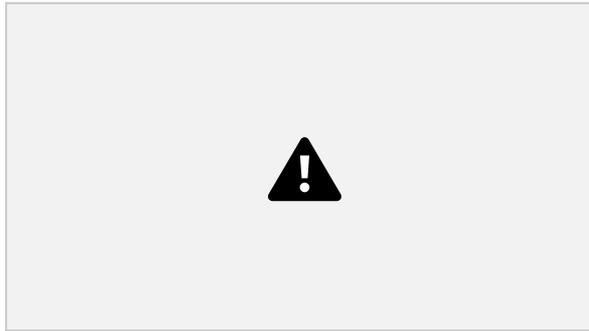


Figure 1. Students playing hompimpa game



Figur 2. Students are playing punten mangga

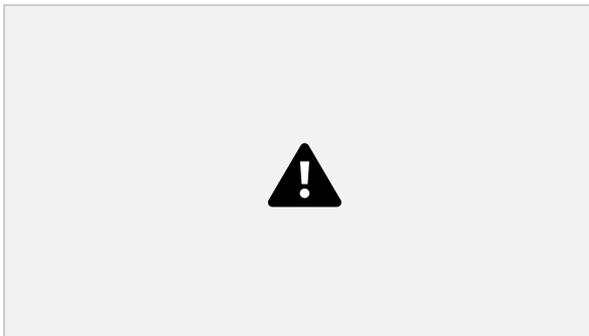


Figure 3. Students getting ready to play hahayaman

CONCLUSION

The application of Barudak's Kaulinan to learning Sundanese is quite interesting to students. Sundanese language is unique, teachers are required to have interesting strategies and media that must be prepared by the teacher to make the learning process better and make students more enthusiastic. Although initially students had difficulty following Sundanese language learning, with a persuasive approach and explanations given by the teacher through the delivery of material using various strategies, several fun media and games (kaulinan barudak), produced good responses and students became more enthusiastic about learning using Barudak's Kaulinan also improves students' mastery of Sundanese vocabulary.

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