

# The Use of Kaili Regional Language in Improving Learning Outcomes in PAI Subjects

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## ABSTRACT

This study aims to determine the use of Kaili Regional Language in Improving Learning Outcomes in PAI Subjects at SDN 26 South Banawa". The research method used by researchers is field research with a qualitative approach. This study shows that the use of the Kaili regional language as an indicator that serves as a bridge connecting the ease of the learning process and as a controlling tool for student behavior. Furthermore, the use of kaili regional language at SDN 26 Banawa Selatan is a real effort from educators to reduce the uncontrolled rate of kaili regional language use. The technique used by educators is to start by using Indonesian and explaining the material in the Kaili regional language. The use of the Kaili regional language in improving learning outcomes in PAI subjects at SDN 26 South Banawa is inseparable from the guidelines of the Syllabus and Rpp. The assessments used by educators in the use of the Kaili regional language in improving learning outcomes are formative test assessments, subsumative tests and summative tests.

**Keywords:** Kaili Regional Language; Improve; Learning Outcomes

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## INTRODUCTION

The vernacular has an important role in people's lives because its existence is highly respected by the state as one of the National treasures (1). Therefore, the existing regional language needs to be upheld as a sign of love for the country. Regional languages are also expected to be taught at every level of education, especially in elementary schools in the subject of Islamic Religious Education, so that the delivery of the material feels closer to students who are accustomed to using regional languages as the mother tongue used in the daily lives of students.

The learning process that improves learning outcomes in the classroom will certainly not be able to run smoothly accompanied by the use of good Indonesian. The use of good Indonesian will be beneficial from teacher to learner and preferably. In Law Number 24 of 2009, it is stipulated that Indonesian must be used in laws and regulations, official state documents, official speeches of the president, vice president, and other state officials delivered at home or abroad, public administration services, memorandums of understanding or agreements, official forums of a national nature or official forums of an

international nature in Indonesia, communication and private sector, reports of institutions or individuals to government agencies, writing scientific papers and publishing scientific papers in Indonesia, geographical names in Indonesia, and information through the mass media. In that realm of use, vernacular can be used also to support Indonesian functions to a certain extent (2). In terms of public services, for example, regional languages and foreign languages can accompany the use of Indonesian while still expressing the use of Indonesian. The precedence can be realized in the form of a pattern of order, the size of the writing and the prominence of the writing (3).

In fact, especially in the field of education, the use of Indonesian cannot be done optimally. Especially in certain areas, the implementation of regional languages is considered necessary to facilitate the learning process to improve the learning outcomes of students in the classroom. There are times when educators in certain schools still need a regional language as a tool to convey their subject matter. This condition generally occurs at the level of primary education. This may also happen because most students are still heavily influenced by regional languages. In addition, the ability of students to master Indonesian is still limited to simple vocabulary (4).

SDN 26 Banawa Selatan is one of the elementary schools in South Banawa District has long implemented the use of regional language as the language of instruction, namely Kaili Language. This happened not without reason because in the administrative area of South Banawa District, Donggala Regency, there is still a very thick use of the Kaili regional language which is taught naturally in the family environment until it is carried away in the school environment.

This study aims to determine the use of kaili regional language in improving learning outcomes in PAI subjects at SDN 26 South Banawa. And to find out the implications of using the Kaili regional language in improving learning outcomes in PAI subjects at SDN 26 South Banawa.

## **METHOD**

The type and design of research used by this researcher is qualitative research. This research was conducted at SDN 26 South Banawa located in Salungkaenu Village, South Banawa District, Donggala Regency, Central Sulawesi, about the use of regional languages in improving learning outcomes in PAI subjects at SDN 26 South Banawa. The reason why the researcher chose the location is because the researcher has been teaching for 4 years at the school, making it easier to collect cool data and the location close to the location where the researcher lives so that research costs can be minimized. The presence of researchers directly in the field as a benchmark for success in understanding the cases studied, so that the researcher's direct and active involvement with information and or data sources that are established as a sample of the entire population here is absolutely necessary. Data collection techniques in this study through Interviews, Observations, and Documentation. The data analysis carried out is qualitative data which includes three components, namely data collection, data presentation and drawing conclusions. This research also uses the triangulation method carried out using qualitative methods and causative methods in a

study. This is done with the aim of obtaining truly complete and comprehensive data, although with this method it will spend more time, effort and funds in research. While triangulation with theorus, according to Lexy J. Meloeng, qualitative research methods are based on the assumption that certain facts cannot be checked for their level of belief with one or more theories (5).

## RESULTS

### **The Use of Regional Languages in Improving Learning Outcomes in PAI Subjects at SDN 26 South Banawa**

The position of the regional language is very important, because besides being a characteristic identity of the region, the regional language is also an ancestral heritage that is rich in meaning and traditional regulations that cannot be found in urban life. The regional language serves as a bridge between Indonesian which is the official language of the Unitary State of the Republic of Indonesia, therefore according to the results of the researcher's interview with PAI Teachers at SDN 26 South Banawa as follows:

*The importance of using regional languages in PAI learning, because by using regional languages, we can easily give understanding to students because they are born and raised in a very thick environment using the regional language which in this case is Kaili Unde Language. Because of its very important position, the function of the regional language here is to express its expression naturally and not made up, of course, as a means of communication, by using the regional language students are easier to be civilized with various circumstances and as a tool to control students, because by using the regional language, the learner is more controllable than using Indonesian. Then they looked very proud by using the regional language as a characteristic of local wisdom.*

Therefore, it can be seen that the function of regional languages in the learning process of PAI at SDN 26 Banawa Selatan carried out by education personnel can be described as follows: 1) As an indicator of improving student learning outcomes in accepting every learning process taught by educators. 2) Serves as a bridge connecting the ease of the learning process. 3) State the expression naturally and not made up so that educators can more easily understand the psychological side of students. 4) Regional language as a tool to be civilized with various circumstances and conditions, 5) Regional language as a tool to control educators on the behavior of students because students are generally easier to control if they use regional languages compared to using Indonesian. 6) It is a matter of pride for students to use the regional language as a symbol or characteristic of their local wisdom.

In addition to the function of the regional language in improving learning outcomes in PAI subjects at SDN 26 South Banawa, the teaching staff tried to minimize the negative impact of overactive use of regional languages among students. This is as the result of the researcher's interview with the PAI teacher of SDN 26 South Banawa as follows:

*During pai learning we did not fully use the vernacular because we were aware of the negative impact of using the regional language too actively. Among them is that the regional language skills they have will not be controlled and in the end will always use the regional language and leave the official bahasa, namely Indonesian, the use of regional languages that are too active will confine the creativity of students only in the regions, making it very difficult to work outside their area. Then the third, people or students who use the regional language too actively, will cause misconceptions when meeting foreigners or people who do not understand the regional language of the learner.*

Therefore, it can be described that the negative impacts in the use of regional languages that are too active in PAI learning activities are as follows: 1) The regional language skills of students will not be controlled and in the end will always use regional languages under any conditions and under any circumstances so as to leave the Indonesian as the official language of the Unitary State of the Republic of Indonesia. 2) Confine the creativity of students at the regional level only so that they cannot be creative or work in other areas. 3) Cause misunderstandings when meeting or communicating with foreigners or people who do not understand the learner's vernacular. 4) The use of regional languages in improving learning outcomes in PAI subjects at SDN 26 South Banawa by educators using techniques in the learning process as a result of researchers' interviews with PAI subject educators at SDN 26 South Banawa, namely as follows:

*At the beginning of the lesson, I tried to greet them using Indonesian, as well as when opening the initial material, after that what I did was explain the material I brought earlier using most of the regional languages so that they better understood where the material I was presenting was going. Likewise, during the question and answer process, I give students freedom in answering my questions using Indonesian or using regional languages but there are certain times when they are required to use Indonesian, namely during exams or when doing assignments, both written and practical exams and during flag ceremonies, for example, the 1945 Constitution or closing prayers. This is done to control the use of regional languages that are too active among students.*

Thus, the learning techniques carried out by educators in the use of regional languages to improve PAI learning outcomes at SDN 26 South Banawa are as follows: 1) Starting the learning process using Indonesian. 2) Start the material by Indonesian and then explain it using the vernacular. 3) In the question and answer process, education personnel give students the freedom to answer questions or explain a theory using regional languages or using Indonesian. 4) At certain times students are required to use the regional language,

namely at the time of the exam, both written and practical exams and at the time of flag ceremonies, for example when reciting the 1945 Constitution and closing prayers.

The use of regional languages in improving learning outcomes in PAI subjects at SDN 26 Banawa Selatan is strongly supported by environmental factors in the learning process as stated by Mr. Safrudin as the principal at SDN 26 South Banawa as follows:

*In addition to the very supportive environmental factors, it makes it very easy for us to provide material to students. using regional languages in the learning process is the best step we take in the educational process, because if the monotonous storytelling uses Indonesian, students seem to be somewhat rigid in communicating, because they are raised in a very thick environment using regional languages. Therefore, we are here to simply direct and guide students to balance in regional languages and in Indonesian.*

So it can be known that environmental factors are very supportive factors for educators in using regional languages to improve learning outcomes in PAI subjects at SDN 26 South Banawa as stated by Mr. Safrudin as the principal at SDN 26 South Banawa above.

In addition to using regional languages as the language of instruction to improve student learning outcomes. The teaching staff in this case the teachers of PAI subjects at SDN 26 South Banawa are inseparable from the use of the learning process itself as based on the syllabus of Islamic Religious Education and Ethics subjects as the results of researchers' interviews with PAI teachers at SDN 26 South Banawa as follows:

*The way of delivering learning to students is indeed mostly using regional languages as the language of instruction, but it is inseparable from the guidelines of the syllabus and rpp. Such as the delivery of material that is in accordance with the level of understanding of students, meaning that it is divided into classes and in one class so that students will get students who are easy to understand and convey it back to other students. With this vernacular communication, there are many students who spontaneously answer the questions given, although the spontaneity is not a few who play and many also give almost correct and even correct answers, because those answers will be directly practiced in front of the class with other students.*

So it can be seen that the use of regional languages in improving learning at SDN 26 South Banawa is inseparable from the Syllabus and RPP which have become the handles of educators, in line with the syllabus and rpp will adjust to the conditions and circumstances at SDN 26 South Banawa which the researcher describes in three points, namely as follows: 1) Teaching staff use the cognitive realm by using the regional language as the language of instruction. 2) Teaching staff use the affective realm, which is to deliver the easiest material to understand by dividing classes and in one particular class. 3) The teaching staff uses the realm of psychomotor, namely giving questions to students by being answered spontaneously and telling other friends and immediately practicing them in front of the class.

## Implications of Using Kaili Regional Language in Improving Learning Outcomes in PAI Subjects at SDN 26 South Banawa

After knowing the use of regional languages used in learning in PAI subjects at SDN 26 South Banawa above. In this sub-chapter, the author focuses on the results or implications of the use of regional languages in learning in PAI subjects at SDN 26 South Banawa.

The results of the author's interview with the PAI subject teacher, Mrs. Sri Yulan in the teacher's room, are as follows:

*Our efforts in using the Kaili regional language are certainly one of them to improve the learning outcomes of the students themselves. The result is like they are used to praying before and after learning, they understand the way of ablution, have respectful behavior to the teacher such as giving wrong, they understand more about the pillars of Islam.*

From the results of the interview above, it can be seen that the implications of the use of regional languages in improving learning outcomes in PAI subjects at SDN 26 South Banawa as said by Mrs. Sri Yulan above. This is because the subjects for PAI at the elementary school level are focused on the attitude and self-control of students, so that thus it can be researched into several points as follows: 1) the habit of praying before and after learning, this habit no longer has to be commanded by educators but is directly led by students which is carried out in rotation every learning process will begin. 2) Have respectful behavior to the teacher, this is because one of the functions of the use of regional languages in the learning process even outside the learning process is a controlling tool as the researcher discussed earlier. For example, when students communicate with the teacher using polite language and well-behaved. 3) They understand more about the ordinances of ablution such as the example i.e. Before we mojene, should read bismillahirrahmannirrahim, mopu mobismilah, on mobugosi pale toluggani mpamula pade nggena pade pale njidi, mokalimumu toluggani, ange toluggani, mendou totuluggani, mobugosi pale sampe elbow totuluggani, pade vuvu leo khasapuka ue toluggani, kopuna pa'a sampe dali mpamula pa'a nggana pade pa'a njidi. 4) Students better understand the meaning of the 5 pillars of Islam such as for example the 5 pillars of Islam, namely shahada which means mosahada, prayer which means mosambaya, zakat which means petara, fasting which means mopusasa khi fula mupasa, and naik hajj which means mompene hajj.

The statement expressed by Mrs. Sri Yulan above was strengthened by the statement of Mr. Safrudin as the Principal at SDN 26 South Banawa as the result of the researcher's interview as follows:

*Indeed, basically the learning process that we carry out for students at SDN 26 South Banawa is inseparable from the mission for the next few years such as the implementation of learning as well as guidance effectively and efficiently, fostering an attitude of intensive toloration, passion for religious teachings, ethics, skills and knowledge provisions. Of these, it is supervised by PAI subjects that produce an attitude*

*of ethics that is honest, respectful, patient and self-controlling, trustworthy and unyielding possessed by our students.*

Based on the results of the interview above, the researcher can conclude the statement of Mr. Safrudin as the Principal at SDN 26 South Banawa in several points as follows: 1) The use of regional languages in improving learning outcomes in PAI subjects at SDN 26 South Banawa is inseparable from the mission owned by SDN 26 South Banawa which among them is the implementation of learning as well as guidance effectively and efficiently, foster an attitude of intensive tolerance, passion for religious teachings, ethics, skills and knowledge provisions. 2) The use of regional languages in improving learning outcomes in the PAI subjects of SDN 26 South Banawa produces students who have an attitude of ethics that is honest, respectful, patient and self-controlling, trustworthy and unyielding.

From the two statements above, to answer the formulation of the second problem in this study, namely how the implications of using regional languages in improving learning outcomes in PAI subjects at SDN 26 South Banawa can be described in several points as follows: 1) Students have positive habits every time they start the learning process. 2) Learners have respectful behavior towards their elders. 3) Students have a confident attitude in using regional languages. 4) Students have a diligent study behavior and model every material provided. 5) Students have an honest ethical attitude in every action. 6) Respect every decision and difference that exists. 7) Patience and self-control in facing every condition, 8) Trust in the tasks given, 9) Never give up on challenges in the form of exams given by educators.

## **CONCLUSION**

This study concluded that the use of the Kaili regional language in improving learning outcomes in the PAI subjects of SDN 26 South Banawa is (1) the use of the Kaili regional language as an indicator that serves as a bridge connecting the ease of the learning process and as a control tool for student behavior. (2) the use of regional languages at SDN 26 South Banawa is a real effort by educators to reduce the uncontrolled rate of Kaili regional language use. (3) The technique used by educators is to start by using Indonesian and explaining the material in the Kaili regional language. (4) The use of the Kaili regional language in improving learning outcomes in PAI subjects at SDN 26 South Banawa is inseparable from the guidelines of the Syllabus and Rpp. (5) Assessments used by educators in the use of the Kaili regional language in improving learning outcomes are formative test assessments, subsumative tests and summative tests. Then the implication of the Kaili regional language in improving learning outcomes in the PAI subject of SDN 26 South Banawa is that (1) Students have positive habits every time they start the learning process. 2) have respectful behavior to older people. (3) the formation of a confident attitude in using regional languages. (4) study diligently and model every material provided. (5) have an honest ethical attitude, respect for fellow students, be patient in following every learning process and self-control, trust in responsibility and never give up on every challenge.

### **SUGGESTION**

Recommendations for suggestions to the schools that manage the school to remain committed to the agreed vision and mission of the school so that solidarity from the school management is always maintained properly. Considering that there are still many shortcomings contained in SDN 26 South Banawa. He said to the relevant parties so that they could better support SDN 26 Banawa Selatan more aggressively so that the school management could carry out the school's vision and mission as much as possible.

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