

PROMOTING THE SASAK LANGUAGE LEXICON AS LOCAL CONTENT TO CHILDREN THROUGH BASIC LITERACY ENHANCEMENT AT TAMAN BACA MASYARAKAT (TBM) IN CENTRAL LOMBOK

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ABSTRACT

The overwhelming development of technology makes everything unlimited. The impact of these developments is evident in the field of language. Children are getting away from their identity, they are reluctant to use their mother tongue. Therefore, efforts to rebuild interest in learning the mother tongue need to be introduced by strengthening basic literacy. We wish the community of Taman Baca Masyarakat (TBM) in Lombok is committed to encourage the children to use the mother tongue as early as possible. Not many Sasak vocabulary is understood nor used by children in their interaction. The authors consider this a fundamental thing that will become a problem in the future, related to the existence of the Sasak language. Thus, an appropriate solution is needed to improve the children's abilities and attitudes toward their mother tongue by introducing them to their language and culture (local wisdom) through strengthening basic literacy in community reading grounds (TBM). The method used in this study is experimental using picture media, and oral. Techniques used by researchers in this study are tests, and oral question and answer. The aim of the test is to measure children's understanding of their own language both written and oral through the pictures presented. While question and answer are intended to measure attitudes and confirm their test results. By introducing language and local wisdom to them through basic literacy, it is hoped that it will be able to make a significant contribution to future prospective young generations to preserve the Sasak language. Thus, they will not lose their identity and identity as Sasak people.

Keywords: Sasak, lexicon, literacy, TBM

INTRODUCTION

The Sasak language is an important part of the cultural heritage of the Sasak people of Lombok, Indonesia. However, the language is in danger being lost as younger generations are increasingly using Indonesian as their primary language. To preserve and promote the language, its essential to develop initiatives that encourage children to learn the Sasak language and appreciates its cultural significance. One such initiatives is to promote the Sasak language lexicon as local content to children through children basic literacy enhancement at Taman Baca Masyarakat (TBM) in Central Lombok. This project can help preserve the language and culture of the Sasak people, while also enhancing the basic literacy skills of the children in the area. This paper will outline the steps that can be taken to implement this initiative successfully.

Children generally have a high record of something being heard and seen in the environment in which they were born and grew up. So, children are just like empty tapes that receive all kinds of inputs from their environment. We may all agree that children in general have great potential for their growth and development both verbally and physically. Not even many medical experts advise parents, especially mothers, to give verbal stimulation to the baby who is still in her womb and after birth (postnatal). Hartati (2007) explained that early childhood is a creature with all its privileges that requires a good education to be able to achieve maximum development in the future. Another idea from Durkin (1966) strengthened that parents or others give more impact to children by introducing some words through reading.

Parents in general have a big wish for their children to be better in their future life. Many of them send their children to formal school and informal school as well. A few years now, after people are introduced with digital era, it brings positive and negative effect to our societies, neither adult nor the children are impacted. We event do not aware that the impact changes our nature of culture. From very traditional or primitive environment where people life changes to mostly driven by digital environment. This situation is seen everywhere both in city and village. This unavoidable situation requires more concern, especially toward the children's local literacy.

Therefore, the researcher points out this phenomenon as the ground source of children leaving their nature. The environment very much exposes them to digital situation, as result they are weak in

producing some dictions in Sasak language. Hence, the current research underpins the promoting Sasak lexicons in early age through community reading grounds (TBM). Hence, many schools under government controls establish playground, kindergarten, where the children can learn during playing, even private schools do the same thing as they do. In this school, they will do such a creative learning which children love to. Learning during playing is environment of children. They like spontaneous things which are experienced at the time being. Children do not care of something could be happened to them, they are focus on their excitement. Tadqiroatun (2005) implies that joyfulness which is created during learning will drive the learners to create their self-experienced in exploring their environment.

Teachers and all educators must be proud of our local contents (culture) relating to values, backgrounds, beliefs and tradition. Thus, can be adopted as the materials of teaching to students (children). The average condition and situation lately seem that teachers or educators are busy with the book reference without noticing the environment of the students. Even though we can bring a more enjoyable learning atmosphere by connecting teaching materials with the surrounding environment.

Another thing that is the reason why this research has to be done is because many of the identified young speakers are starting to leave their local languages and switch to using other languages. there are inter-regional cross marriages that require them to communicate in other languages.

Definition of Basic Literacy

Basic literacy refers to the fundamental skills necessary for reading, writing, and communicating effectively, see also (Babaci-wilHITE & University of California Berkeley, 2019; Karasel Ayda et al., 2020). It includes the ability to recognize and understand the sounds and symbols of a language (phonemic awareness and phonics), build vocabulary, comprehend written text, and write coherently. Basic literacy skills are essential for success in education and employment, as well as for engaging in everyday activities such as reading signs, filling out forms, and communicating with others. Basic literacy is a foundational skill that enables individuals to navigate and participate in society effectively.

Importance of Basic Literacy for Children

1. Academic success: Basic literacy skills are essential for academic success, particularly in the early years of schooling. Children who develop strong literacy skills early on are better equipped to comprehend texts, engage in critical thinking, and communicate their ideas effectively.
2. Cognitive development: Learning to read and write stimulates cognitive development, including memory, attention, and reasoning skills. These skills are essential for success in school and beyond.
3. Emotional development: Reading and writing can help children develop emotional intelligence and empathy by exposing them to different perspectives and emotions. It also provides them with an outlet to express their own thoughts and feelings.
4. Career opportunities: Basic literacy skills are essential for many career paths, including those in fields such as law, medicine, and education. Developing these skills early on can help children prepare for future career success.
5. Personal fulfillment: Reading and writing can bring personal fulfillment and enjoyment to children. It can also broaden their horizons by exposing them to new ideas and perspectives.

How Basic Literacy Skills Support Language Learning

1. Phonemic awareness: Developing phonemic awareness in one's native language helps with recognizing and producing the sounds of the new language. This skill can only be performed well when they are still young.
2. Phonics: Learning the rules of phonics in one's native language can help with understanding the pronunciation of new words in the target language. So, children will fluently pronounce the words they hear especially their mother tongue.
3. Vocabulary: Basic literacy skills involve developing a strong vocabulary, and this is also an essential part of language learning. By learning new words in the target language, learners can expand their vocabulary and express themselves more effectively.
4. Comprehension: The ability to understand what is being read or heard is essential for language learning. Developing comprehension skills in one's native language can help with understanding the meaning of new words and phrases in the target language.

5. Writing: Basic literacy skills involve developing writing skills, and this can also support language learning. By practicing writing in the new language, learners can reinforce their understanding of grammar and vocabulary.

Overall, basic literacy skills provide a foundation for language learning, and the two are closely interconnected. By developing strong basic literacy skills, learners can enhance their ability to learn and use a new language effectively.

An Outline of Basic Literacy

The term literacy is familiar among academics and even the public in general. The Minister of Education and Culture (Direktorat Jendral Anak Usia Dini, 2012) summarized that there are at least 6 types of literacy in Indonesia which are agreed upon the world economic forum in 2015, each of which has its own focus. *First*, literacy of reading-writing is a basic literacy. With this literacy, people can understand the environment more quickly. This skill is not merely focus on fluency or reading the text but also, they possibly understand the number and symbols. *Second*, this ability in numerical literacy is very useful in understanding the concept of numbers in everyday life both at work and at home. With this ability humans can easily complete work related to numbers. *Third*, Scientific literacy is a human scientific skill obtained from environment or other sources that helps humans to gain understanding or knowledge about new things more easily. *Forth*, financial literacy that enables human being to decide something related to financial in their life. *Fifth*, digital literacy is literacy-based computer and informatics. This enables human to understand their environment not only from local source but also digital source. It shows that with this skill they can operate computer and share information digitally. *Sixth*, cultural and citizenship literacy, this literacy focuses on character building, how to behave well in their societies.

In general, the purpose of the six basic literacy is to make a civilized nation. The basic literacy context echoed by the government is not solely to liberate people from illiteracy alone. However, it is much more important to make people able to compete with other nations because they are equipped with life skills. Because we believe that by having good literacy skills, we can show the world that we are ready to compete globally. How not, because a literate human being will make him critical, creative, and innovative in living his life and life. This is a strong reason for the government to build a smart generation as a prerequisite in looking forward to a glorious future, so that education does not only rely on formal education but is also supported by non-formal education in the form of communities in the middle of society, see (Tomasevski, 2006). Because it is not a small nation, we are a big nation and must be able to show that we have a good literacy culture.

METHODOLOGY

The methodology for promoting the Sasak language lexicon as local content through basic literacy enhancement at TBM in Central Lombok would involve several steps. Firstly, a needs assessment would need to be conducted to identify the current level of proficiency in the Sasak language and any existing barriers to promoting its use. Once this has been done, relevant stakeholders including educators, curriculum developers and policymakers would need to be engaged in the process of designing and implementing a basic literacy curriculum that incorporates the Sasak language lexicon as local content. This curriculum should be tailored to the specific needs and context of the TBM community, considering local values, cultural practices, and traditions.

Additionally, the curriculum should be designed to effectively integrate the Sasak language lexicon into existing literacy instruction, incorporating methods such as bilingual education and culturally responsive pedagogy. Furthermore, research should be conducted to monitor the effectiveness of this approach and identify any necessary modifications or improvements. Data collection methods such as surveys, interviews and focus groups could be utilized to gather feedback from students, parents, and educators on the effectiveness of this approach, see also (Mahsun, 2008).

Overall, the methodology for promoting the Sasak language lexicon through basic literacy enhancement would involve a collaborative and culturally sensitive approach, which engages relevant stakeholders.

ANALYSIS

Efforts to promote the use of the Sasak language at TBM in Central Lombok. TBM in Central Lombok has taken significant steps toward promoting the use of the Sasak language. Through its various programs

and initiatives, TBM in Central Lombok plays a vital role in preserving the Sasak language and culture. By promoting the use of the Sasak language, TBM in Central Lombok emphasizes the importance and value of local languages in maintaining cultural diversity.

Importance of local content in promoting basic literacy

Local content is an essential component of promoting basic literacy. It refers to reading materials, books, and other resources that are relevant and meaningful to the local community. Here are some of the reasons why local content is important in promoting basic literacy:

1. **Cultural relevance:** Local content is more likely to be culturally relevant and meaningful to learners. By providing materials that reflect their cultural background and experiences, learners are more likely to be engaged and motivated to read.
2. **Familiarity:** Local content is often written in the learners' native language, making it more accessible and easier to understand. This familiarity can help to build confidence and encourage learners to continue reading and learning.
3. **Accessibility:** Local content is often more accessible and affordable than imported books and resources, making it more widely available to learners. This can help to address issues of limited access to educational resources.
4. **Language development:** Local content can also help to support language development by providing learners with exposure to a variety of language structures, vocabulary, and syntax.
5. **Community engagement:** By incorporating local content into literacy programs, communities can become more engaged in promoting literacy and supporting education.

Overall, local content is a powerful tool for promoting basic literacy. By providing culturally relevant, accessible, and engaging materials, learners are more likely to develop a love of reading and learning, and this can help to improve their overall educational outcomes.

Promoting basic literacy and language learning through Taman Baca Masyarakat

Taman Baca Masyarakat (TBM) is a community-based library program in Indonesia that promotes literacy and education in underserved communities. Here are some of the ways in which TBM can promote basic literacy and language learning:

1. **Taman Baca Masyarakat (TBM) is a community-based library program in Indonesia that promotes literacy and education in underserved communities. Here are some of the ways in which *Providing access to books*:** TBM libraries provide access to books and reading materials, including local content, which can help to promote basic literacy and support language learning. Under cooperation of regional library, all TBM in centra Lombok got similar support from local government. Numbers of books have distributed to the manager of TBM. It is hoped that the books can be used by the children to read information which uses Sasak language, see also (Muhid, 2019). The existence of TBM seems very helpful to children. They can access more books freely; they can request such kinds of books too. They seem happy with this compared to school library that requires more requirements. Whilst the TBM does not have a formal role. Because our ambition (TBM) is to serve the community as we can. We also experienced some inconvenient habits of the children; they often left the books where they stopped reading. The TBM does not only provide books to read but also, they learn local contents. Some TBMs provide reading lontar (*memace*), stick fighting (*peresean*) and many mores. However more TBM focus to implement how language os Sasak can be promoted through the literacy.
2. ***Creating a reading culture*:** TBM libraries encourage a culture of reading by providing a safe and comfortable space for reading, storytelling, and other literacy-related activities. This can help to promote a love of reading and learning among community members. But the problem is not all TBM can provide a virtuous place for the children to read. It not like formal library in average, the TBM mostly conducted at the balcony of house or empty space at home. However, the purpose of community service should be established. Some head of TBMs proudly established the community event with limited space. They do activities that are not on money oriented. As result, they run the activities as it is. They carry out TBM activities voluntarily and are not limited by place. However, the existence of TBM really helps the community, especially children in developing their literacy skills. For them, limited space is not a barrier to being able to help educate children on some basic literacy.
3. ***Offering literacy programs*:** TBM libraries offer literacy programs for both children and adults, including reading clubs, writing workshops, and language classes. These programs can help to develop

basic literacy skills and support language learning. TBM activities do not only address the needs of children, but they also provide services for adults, for example; training activities for housewives, health services in collaboration with the local health office, and many other activities that help the community in general such as in the agricultural sector, with farmer extension activities. While for teenagers are given training or courses in General English for communication and it should be known that each TBM has its own characteristics in its service. Thus, these programs can foster students' interests and skills, children, youth as well as adults.

4. ***Incorporating technology***: TBM libraries are equipped with technology, including computers and internet access, which can be used to supplement literacy and language learning activities. Almost all TBMs do not want to be left behind by the changing times. They all adapt sufficiently to support the literacy activities of their students. Students are made literate of technology and its beneficiaries wisely. Many TBMs are currently facilitated by the internet. This means that learning is not only book-based but also digital-based. Indeed, the current use of the internet cannot be stopped anymore because the average parent facilitates their child with a cell phone. Meanwhile, they are not worried about the negative impact of cellphones, especially with unlimited information. Thus, TBM sees it as a serious matter to prevent access to excessive information and unwise use of the internet. Thus, the task of TBM is getting harder, which was only for basic literacy and then penetrated to digital literacy, see (Hastuti et al., 2022).
5. ***Community engagement***: TBM libraries are community-based and involve community members in the planning and implementation of literacy programs. This can help to build community ownership and support for literacy and education initiatives. TBM activities are not individual activities but require the support and encouragement of many people. As much as possible elements of society can be involved with the maximum. Several TB leaders complained that the community did not care about the presence of TBMs in their midst. TBM tends to be ignored and only emphasizes formal education. This is a big challenge for literacy activists. Raising public awareness in literacy activities is quite difficult, especially since many people do not have an education.

TBM can promote basic literacy, language learning, and cultures

TBM Lombok's commitment to promoting the Sasak language should be commended. Through its efforts to promote the use of the Sasak language, TBM Lombok is not only preserving cultural heritage but also promoting social cohesion and inclusivity. Additionally, TBM Lombok is creating a platform for the Sasak language to thrive and develop. This positive move can have long-term beneficial effects on the local community and future generations. The promotion of the Sasak language at TBM Lombok is a promising development, as the use and preservation of local languages are crucial for maintaining cultural diversity and building a society that respects and values all cultures. The promotion of the Sasak language at TBM Lombok is a significant and positive step towards preserving cultural heritage, promoting social cohesion, and developing local languages. Overall, TBM Lombok's efforts in promoting the use of the Sasak language are essential to recognize the efforts made by TBM Lombok to promote the use of the Sasak language. These efforts are a testament to TBM Lombok's commitment to preserving Sasak culture and promoting cultural diversity. By promoting the use of the Sasak language, TBM Lombok is playing a critical role in ensuring that future generations can continue to speak this unique language and maintain their cultural identity. The Sasak language is an integral part of the culture and history of Lombok, and TBM Lombok's commitment to promoting its use is commendable. Preserving local languages is crucial to maintain cultural diversity, and TBM Lombok's efforts should be recognized as a positive move towards this goal. It is essential to recognize the efforts made by TBM Lombok to promote the use of the Sasak language. Their efforts not only help in preserving cultural heritage but also promote social cohesion and inclusivity. Furthermore, TBM Lombok's promotion of the Sasak language is a significant step towards empowering and giving value to the local community.

Overall, Taman Baca Masyarakat is a powerful tool for promoting basic literacy and language learning in underserved communities. By providing access to books and resources, creating a reading culture, offering literacy programs, incorporating technology, and engaging the community, TBM can help to improve educational outcomes and support lifelong learning.

CONCLUSION

In conclusion, basic literacy is a critical foundation for education and lifelong learning, and it plays an essential role in language learning. By developing basic literacy skills, learners can improve their ability

to read, write, and communicate effectively, which can open opportunities for personal and professional growth. Local content, such as culturally relevant reading materials familiar to children, highlighting the connection between language and culture can play a significant role in promoting basic literacy and supporting language learning by providing learners with materials that are familiar and engaging. A program like Taman Baca Masyarakat can also play a vital role in promoting basic literacy and language learning by providing access to books and resources, creating a reading culture, offering literacy programs, incorporating technology, promoting the value of local languages and engaging the community. Overall, promoting basic literacy and language learning is essential for promoting individual and community development and achieving equitable access to education.

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