

TRILINGUAL LEARNING MODEL THROUGH TRADITIONAL GAMES: AN OVERVIEW FROM AN INDONESIAN KINDERGARTEN

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ABSTRACT

This study proposes the application of trilingual learning model that employs Sundanese traditional playing as the learning strategy. This article is a part of a bigger ongoing research project investigating the establishment of trilingual learning model in kindergarten. It focuses on the development of lesson plans for the application of the teaching and learning using three languages, namely; Sundanese, Indonesian and English. Qualitative method is employed as the research method. The subjects of the study are three teachers who are fresh graduates from Study Program of Early Childhood Education Teacher (henceforth, PGPAUD) Universitas Pendidikan Indonesia (UPI) Kampus Cibiru. Those teachers are asked to apply this learning model to Kindergarten children in one of Indonesian kindergarten in Bandung. The result of the study suggests that there are three stages in trilingual lesson plan development. The stages are: 1) determining indicators of developmental aspects based on 2013 Indonesian Early Childhood Education (ECE) curriculum, 2) modifying Sundanese traditional playing to be applicable for kindergarten children and designing the applicability of those playing to be implemented in trilingual, 3) designing trilingual learning media and 4) designing the assessment process to observe children's developmental aspects.

Keywords: trilingual learning model, sundanese traditional playing, indonesian kindergarten

INTRODUCTION

In the context of early childhood education, including preschool and kindergarten, children should be given opportunities to develop themselves in the process of their growth. Children have to go through some developmental aspects within their life. Those aspects are classified into four aspects, namely, biological, cognitive, emotional and social (Nachiappan, Mariappan, Andi, Veeran & Zulkafaly, 2013). While 2013 Indonesian ECE curriculum stated that developmental aspects that should be developed include moral, social-emotional, cognitive, language, physical-motoric, arts and creativity (Dirjen PAUD, 2014 & 2012). In developing those aspects towards children, educators are recommended to consider children's characteristics. One of the characteristics is the nature of playing among children. Almost all children are easily attached in playing, especially with their peers. This characteristic can be used in preschool and kindergarten as a vehicle to develop their developmental aspects. However, the real playing in children's world is constantly replaced by virtual games available via modern electronic gadgets. Less and less children still play traditional games in today's high technology era. Alternative plays are recently introduced to children to encounter the rapid wave of gadget's games. Some researches on playing were conducted to develop children's cognitive aspects (Sumpter & Hedefalk, 2015; Eloffson, Gustafson, Samuelsson & Traff, 2016).

In Indonesian context, the ability to be fluent in the national language, namely Bahasa Indonesia, is attributed in the early childhood education curriculum. However, being a bilingual or multilingual is increasingly considered as one of the important aspects to be success in a more globalized world (Butler, 2015). The important role of English in both personal and professional arenas has made non-English speaking countries, including Indonesia; involve English as one of the lessons to be learnt (Yuliatiningsih, Ananthia & Yanthi, 2013). In Indonesian kindergarten, the teaching of English has become an area of interest, especially for parents.

Besides the expectation to be able to use Bahasa Indonesia and English to Indonesian young generation, there is a view that the children should also be able to use local language. Indonesia consists hundreds of ethnics and local languages. For children living in West Java province, they are expected to be able to use Sundanese language. Therefore, children living in the region of West Java are expected to be familiar and/or use those three languages. The study proposes to implement of trilingual learning model to meet the expectation. This learning model attempts to introduce children how to be a part of a global society and at the same time to have a high level of nationalism and be proud of their own local language.

Using Bahasa Indonesia in West Java area in a learning process is already familiar either for the teachers or the children. However, the usage of English is not as familiar as using Bahasa Indonesia. The obstacles are more laid on the teacher's side. Despite the high demand to introduce English as early as possible, teachers, who are supposed to be the main source of the target language are barely speaking English in the class (Moon, 2005; Harun & Ananthia, 2013). Hence, English lesson is often delivered not in a meaningful way. Children are often asked to memorise sets of English vocabulary with Indonesian translation (Yuliatiningsih, *et al.*, 2013; Ananthia, Harun & Silawati, 2015).

A similar situation happens in the process of using Sundanese as the local language. Although most children in West Java are originally coming from Sunda ethnic group, they (especially in urban area) seem unfamiliar to use Sundanese language in daily communication, especially in the context of teaching and learning in the classroom. Thus, the recommendation of using that language on one day at schools within the week becomes one of local government agendas. Unfortunately, not many teachers integrate the using of Sundanese during the lesson in a fun way in relevance with children's characteristics. Sundanese is often use only in circle time, to memorise the date, month and name of the days in a week, and some sets of memorised simple conversations. Meanwhile, previous study on how to apply Sundanese traditional playing with kindergarten children was only to re-introduce the playing without focusing to children's developmental aspects (Ananthia, Silawati & Ardiyanto, 2013). It is expected that learning in kindergarten context is recommended to be implemented in fun atmosphere while at the same time exposes knowledge, skills and values to children (Nachappan, *et al.*, 2013). This study focuses on how to increase kindergarten teachers to deliver the three languages in kindergarten context and integrated the languages in activities relevant with children's characteristics, namely, the natural sense of playing and developmental aspects.

FOCUS OF PRESENT STUDY

The application of trilingual learning model is integrated with three Sundanese traditional games called *huhuian*, *sondah*, and *congkak*. In the context of this research, those games are implemented in order to develop children's cognitive developmental aspect. Those games were selected because they were assumed to be effective in developing children's cognitive and language skills. A

previous study conducted by Silawati and Ardiyanto (2014) proposes that *huhuian* is effective to be used as learning strategy. However, there are possibilities that other aspects might also develop. This article is a part of an ongoing research project. The big part of the research project includes some stages of the lesson plan development of trilingual learning model, the implementation of the model, and the analysis of the model effectiveness. This article attempts to describe only the first stage of the study, namely, the lesson plan development. The study aims to unravel how kindergarten teacher can deliver trilingual learning model to children in a meaningful way. Therefore, this article focuses to describe how to develop lesson plans for the application of trilingual learning model.

METHODOLOGY

This research is conducted using Qualitative Design, dealt with planning and applying trilingual learning model including: (1) selecting the traditional playing which is assumed to be able to develop the learning skill of the children, (2) modifying the playing into the learning theme, (3) arranging the Daily Learning Program, (4) preparing the media to be used (5) decorating the classroom for the trilingual model, (6) applying the trilingual learning model. Each step is judged and analysed by an expert team to gain standardized learning equipment. The subjects of the study are three teachers who are fresh graduates from Study Program of Early Childhood Education Teacher (henceforth, PGPAUD) Universitas Pendidikan Indonesia (UPI) Kampus Cibiru. Those teachers are asked to apply this learning model to Kindergarten children in one of Indonesian kindergarten. Pseudonyms are applied when mentioning the research participants' names.

Data analysis of this research is intended to get a certain pattern of the selected data, the similarity and diversity as well as the connection of the data (Creswell, 2009; McMillan & Schumacher, 2010). Row data is classified to identify the pattern in order to get the category and the theme of the certain pattern (McMillan & Schumacher, 2010). The collected data of kinds of playing is analysed based on the analysis steps of Miles and Huberman (Sugiyono, 2011) by reducing and presenting, and then concluding the result of the research. All process of designing the trilingual learning model lesson plans were discussed intensively in a number of Focus Group Discussion (FGD) among the research participants and the researchers.

RESULT AND DISCUSSION

Lesson plan in the context of ECE is very important in order to ensure holistically of all developmental aspects in every daily activities through students' active involvement (Curtis & O'Hagan, 2003). Based on 2013 Indonesian ECE curriculum, there are six developmental aspects of the children that should be developed. Those aspects have some indicators that become the aim of every daily activity. Generally, there are some stages in developing lesson plan, namely, 1) determining developmental stages in particular ages, 2) determining developmental indicator that will be developed, 3) analysing learning materials that will be introduced to the children, 4) determining learning themes, 5) arranging learning activities and 6) developing learning media (Dirjen PAUD, 2012). Those stages are become the manual for the Indonesian ECE teachers. However, flexibilities are still allowed in the implementation.

In the context of trilingual learning model, three teachers who are the subjects of this study, went through some stages in developing lesson plan, which are: 1) determining indicators of developmental aspects based on 2013 Indonesian Early Childhood Education (ECE) curriculum,

2) modifying Sundanese traditional playing to be applicable for kindergarten children and designing the applicability of those playing to be implemented in trilingual, 3) designing trilingual learning media and 4) designing the assessment process to observe children's developmental aspects. Each teacher uses different languages in learning activities, since in multilingual learning concept; 'one person one language concept' is assumed more effective. This concept has been implemented in some schools in Hongkong (Wang & Kirkpatrick, 2015). The first teacher, Evi, used Sundanese while the second teacher, Pitri, used Indonesian and the third teacher, Dewi, used English. Those different languages were used as language instruction and interaction in learning activities. They also developed the lesson plans in three different languages in accordance with their language usage.

The entire lesson plan was arranged in Indonesian. Since Evi and Dewi used Sundanese and English, therefore they also prepared the teacher's talk beside lesson plan beforehand so that the learning activities will be controlled and arranged well. Meanwhile, Pitri, who conducted the learning process in Bahasa Indonesia, was not asked to prepare the teacher's talk since it is believed that the teacher would be able to use the language in a more natural way spontaneously. All of the lesson plan and teacher's talk were prepared, discussed and analysed by all the teachers through FGD guided by the researchers. Each teacher presented their lesson plan while the other teachers and the researchers gave some feedback.

Trilingual Lesson Plans Development Stages

a. Determining Indicators of Developmental Aspects of Children

Evi and Dewi did this stage in the beginning of the lesson plan development process, while Pitri analysed the Sundanese traditional playing first before she determined the indicators in order to fit the playing with the indicators. The most important consideration that became the guidance of this stage is the main learning themes that are prescribed in the curriculum. The main theme used in this study is "all about me" and the sub theme is "my favourite food".

The focus of children's developmental aspects in this study are cognitive and language aspects. But other developmental aspects were inevitable since ECE learning should be conducted holistically. The developmental indicators that become the target of learning activities are; 1) children are able to mention names of fruits in Sundanese, Indonesian and English, 2) children are able to count from 1 to 10 in Sundanese and English, and 1 to 15 in Bahasa Indonesia, and 3) children are able to make some crafts related to fruits.

There were some difficulties faced by the teacher in this stage. First, the teachers had difficulties in determining the indicators that should be fitted with the Sundanese traditional playing. Secondly, the teachers encountered some difficulties in deciding target language with three different languages. Those difficulties were shared at the FGD and some solutions were proposed. In resolving the problems, Sundanese traditional playing was modified so that it suited with the target of developmental aspects. In addition, target languages were determined based on the ability of the students.

b. Modifying Sundanese Traditional Playing as Trilingual Learning Strategy

As stated earlier that three of the teachers faced some problems in deciding suitable Sundanese traditional games with the developmental indicators. Therefore, modifying them was done to

comprehend the difficulties. Sundanese games that were used in this study are *Huhuian*, *sondah* and *congkak*.

Modification of the games was applied on the playing rules, lyric of the song and media used. *Huhuian* was modified in the lyrics of the songs for Indonesian and English context, while for *sondah*, it was applied in a form of the media used. For the third playing, *congkak*, modification was applied in its media as well as its rules. This process also presented in FGD forum in order to have feedback from other teachers and the research team.

There were some difficulties in doing this stage especially in modifying the lyrics from Sundanese into English context. To overcome this challenge, Dewi tried to focus on making a new lyric based on the learning theme rather than translating the words from Sundanese into English. Then, the English lyric fitted with the song rime. In addition, the teachers also went through a difficult process in designing *congkak* to introduce the concept of number to children. In this case, they modified the media and also the rules. In managing learning activities using Sundanese language, Evi faced a difficulty in arranging Sundanese teacher's talk, especially in determining grammatical rules related to the communicators' relations, such as age, power and intimacy. This matter is called '*undak unduk basa*' which is always attached in Sundanese culture. '*Undak unduk basa* often results to a decision in choosing which particular words to use. In this case, Evi was confused to determine the word choice to be spoken to the children in her class.

c. Designing Trilingual Learning Media

Some Sundanese games need media to be played. In this study, those media were modified so that they could be effective to be implemented in ECE context. This process went through some stages of ECE learning media development (Abidin, 2009) which are: 1) need assessment, 2) priority analysis, 3) designing 4) prototype production, 5) trialling the media, 6) revising the prototype and 7) final media production. In this study, teachers produced media of *congkak* and *sondah*. Those media were modified a little different from the original traditional version since it was focused on introducing numbers. It was conducted in order to suit the playing with the learning aims and themes. All of the processes were implemented through FGD forum.

The challenge of this stage came from the *sondah* media producing process. Originally, in the traditional version of *sondah*, it does not use media. Therefore, the teachers encountered difficulties in producing the media. Then, they tried to analyse and browse some information of the game to get some inspirations in developing the media.

d. Designing the Assessment of Trilingual Learning Model

Observation and anecdote were used as assessment techniques. Those techniques are believed to be effective in assessing children's language and thinking skills. Some observational and anecdotal forms were arranged in this occasion. The forms were made in Indonesian no matter which language was being used as the medium of instruction. The process of classroom observation and anecdote were done by? the teacher assistant.

Trilingual Lesson Plans Analysis

The next step of this study was to analyze the quality of lesson plan developed by the teachers. In this study, instruments used were developed based on the elements of lesson plan reference of 2013 Indonesian ECE curriculum (Dirjen PAUD, 2014), which cover; 1) lesson plan should be based on

basic competences in targeting the developmental aspects indicators, 2) learning material should be suitable with the selected basic competences, 3) learning activities should be suitable with the learning material, 4) playing activities should involve children actively, 5) using of thematic learning, 6) developing scientific thinking skills, and 7) developing media based on local culture and surrounding natural environment. Different appraisal criteria is used for each elements based on scale 1 to 4. The data gathered are presented on the table below.

Table 1 The Analysis of Lesson Plan's Quality

Subject Teachers	Element of Lesson Plan							Over all Score
	1	2	3	4	5	6	7	
Evi	4	4	3	3	4	3	4	3,5
Pitri	4	3	3	3	4	3	4	3,4
Dewi	4	4	3	3	4	4	4	3,7

From the table, it can be described that the teachers could produce good quality lesson plans. It can be shown from the data gathered that almost all elements has overall score above 3. There are some variations in each element of lesson plans. All lesson plans have been developed on basic competences in targeting the developmental aspects indicators, using thematic learning and scientific approach. In addition, Evi and Dewi are very good in arranging learning material that suitable with the selected basic competences, while Pitri's score is not as big as the other two teachers. Moreover the entire teachers only get score 3 for learning material arrangement and children active involvement. It can be concluded that generally the lesson plans are of good quality since they describe clearly the aims of experiences and learning, list of materials, learning activities and learning assessment (Seefeldt & Wasik, 2008).

CONCLUSION

Trilingual lesson plans could be arranged in four stages 1) determining indicators of developmental aspects based on 2013 Indonesian Early Childhood Education (ECE) curriculum, 2) modifying Sundanese traditional playing to be applicable for kindergarten children and designing the applicability of those playing to be implemented in trilingual, 3) designing trilingual learning media and 4) designing the assessment process to observe children's developmental aspects. The challenges that emerged in the process of designing the lesson plans can be overcome through the intensive FGD among the three teachers and the research team. In this first stage of the research, the three lesson plans developed by the teachers have good quality and ready to be implemented in the learning process that will be the next step of this research.

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