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### Linguistic Intelligence and Resilience of Local Cultural Identity Though Banyumasan Language in Early Childhood Learning

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**Abstract:** This article attempts to describe early childhood learning in developing language competence. Especially the Javanese language and its culture as a form of resilience to local cultural identity that is introduced early on. The use of the Banyumasan Javanese language is currently experiencing a crisis, especially in the younger generation, the majority of whom are more fluent in Indonesian than the local Javanese language in Banyumasan. For that, it needs the cooperation of all parties in civilizing and resilience, especially in Banyumasan Javanese language. This study uses a qualitative approach, the data obtained through observation, interviews, focus group discussions on early childhood education teachers. The data is processed using the theory of Miles and Huberman through the process of reduction, data display and conclusion drawing/verification. the validity of the data through triangulation techniques as a process of strengthening and clarification. The finding of the study can be described as follows: learning activities to introduce Javanese language to early childhood are carried out once a week through play activities, such as children being asked to count numbers from 1 to 10 using Javanese language, in addition, the singing method in Javanese is used as a way to children accustomed to hearing and reciting Javanese dialects. Activities to introduce the Javanese language are integrated into learning themes such as the theme of love for motherland which introduces children to the culture and dialect of the Banyumasan language.

**Keywords:** *local culture; linguistic intelligence; resilience; banyumasan*

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#### A. INTRODUCTION

Human intelligence is actually not single; this intelligence needs to be developed according to its tendencies (Hasanah, 2016), or, as Gardner calls it, multiple intelligences (Gardner, 2018). In early childhood, intelligence, as stated in Regulation of the Minister of Education and Culture No. 137 of 2014, manifests itself in

six aspects of competence that need to be accompanied by optimal growth and development. The six aspects are religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic.

The discussion in this paper is the question of linguistic intelligence in relation to the resilience of Banyumas local cultural identity in early childhood learning.



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Questioning linguistic intelligence will lead to a discussion of a person's ability to use language actively in everyday communication. Language skills in life are used as a form of socializing tool with other people. Good language requires expertise and knowledge in using it, and along with the intensity of routine use, language skills also increase. Banyumas language is the local language used by Banyumas people in their daily lives. Banyumasan language has dialect characteristics that only exist in the Banyumas area, although in some mentions it has similarities with several areas around Banyumas such as Tegal, Brebes, Kebumen, Purbalingga, and Banjarnegara. One of the typical words is the word "inyong" when referring to oneself. For this reason, Cultural Practitioner Ahmad Tohari calls it the community of penginyongan a distinctive regional identity.

The term penginyongan is the antithesis of the term "ngapak" which seems condescending and "sarcasm" so that it almost builds an opinion that the Banyumasan language has the impression of being tacky, rustic and unfamiliar. And this is a strong growing assumption for the younger generation who are less interested in using the Banyumas language as everyday language. This condition is also followed by a decrease in the use of the Banyumasan local language in the family.

In fact, in the observations that the author made, most of the respondents who consisted of young families (born in the 90s) rarely taught their children Javanese and preferred Javanese. Indonesia. As a result, the children barely know the local language. Children are accustomed to speaking Indonesian in daily communication both at home and outside the home. This situation contrasts with the issue of revitalizing local wisdom by raising the phenomenon of local wisdom both in terms of culture and the daily life of the people. One of the efforts to increase the prestige of locality, including

from the aspect of language use, is to use it regularly and be able to bring pride. Research on local culture (Jayadi, 2014) which makes local culture Children have the ability to absorb language quickly, and to be able to make children have good language skills, it is necessary to develop the dimensions of linguistic intelligence on a regular basis. Gardner said that one of the brightest children is a child who is able to communicate actively with the people around him. This means that in the context of language, children also have intelligence that needs to be honed so that children are accustomed to speaking well, including using their local language. Including, teaching children to know and use their local language. The house is the spirit of early education for children, so that the initial seeds for children to know the language are from their homes, children also study at school to increase their knowledge and skills so that children can be called educated. And then education seems to be the spearhead for children in learning many things, including in the local language. Other research states that the habit of using the Javanese language at home can be used as an effort to protect local culture and safeguard the traditions of the mother tongue where a person was born and lives (Nafiah and Maemonah, 2021).

In early childhood education, one of the competencies that must be accompanied by growth and development is the child's language skills. And in line with Government Regulation no 57 of 2014 which states the importance of using Indonesian and regional languages. This policy in addition to requiring the use of regional languages from elementary to secondary levels. Early Childhood Education as one of the early childhood institutions has an interest in supporting this policy by introducing children to regional languages through several activities.

Local language is a form of identity that is important to be preserved. Currently, globalization is considered as one of the reasons for the erosion of the locality dimension on all fronts, including the genuine cultural side. Then the byword used by the guardians of the Banyumasan language is the term "ora ngapak ora kepenak" is an effort to maintain Banyumasan identity and culture from a downturn. In fact, this condition also needs to be integrated in the world of education. Familiarizing children with the local language needs to be cultivated. Language intelligence is developed through maximizing use, and cultural identity is maintained. This is the substance of this paper, to examine the dimensions of cultural identity resilience through the contribution of education in developing children's language intelligence.

## **B. MATERIALS AND METHOD**

This study uses a qualitative approach. The data were obtained through observations of early childhood learning activities in Banyumas, and supplemented by interviews with school principals, teachers, and parents' representatives. The data were discussed again through focus group discussions as well as a triangulation process. Data is processed through data reduction by sorting and selecting data that is relevant to this research. The data is presented after going through a series of processes of cross-checking sources, theories, and other relevant data such as learning documents and curriculum documents. This process refers to the focus being studied so that results are obtained that are relevant to this research study.

## **C. RESULT AND DISCUSSIONS**

Preserving local cultural traditions in early childhood in this case is through

aspects of the local Banyumasan language, which can be done by introducing children to the Javanese language itself, from a dialect aspect and carried out in various ways. In early childhood education activities, the dimensions of developing language intelligence are carried out using several methods including teaching children to count in Javanese, sing in Javanese, and integrate them into learning activities. The description is as follows:

### **1. Introducing children to count in Javanese**

In early childhood learning activities, the main task is to accompany the child's growth and development process with six competencies, namely: religious and moral values; competence; cognitive; physical-motor; language; social-emotional; and artistic competence. The development of the six competencies is carried out through habituation, and is also integrated into learning. The data in this study states that since the child arrives, the habituation process begins with the child greeting and shaking hands while answering the teacher's greeting.

In line with the theory Development of the human brain that in early childhood the brain is at a "golden age," children are likened to sponges that can absorb water very quickly. So it becomes relevant when early childhood learning fills the "golden phase" of the child's brain, one of which is by preserving local cultural traditions, namely the Banyumasan Javanese language. This activity of getting used to counting numbers in the Javanese language is in line with the importance of developing language skills from an early age. In everyday life, in certain communities, the language used is the prevailing language. In Banyumas society, the

language commonly used is Banyumas Javanese. Indirectly, children learn to use Javanese and apply it in everyday life, even with limited words. At least, this is an effort to make children know their culture and be proud of the local language.

## 2. Learn Javanese by Singing

The concept of learning in the Early Childhood Education (PAUD) implementation is rooted in the context of playing while learning and learning while playing. This concept refers to Jean Piaget's theory that, in the growth and development phase, children need to fulfill their developmental nutrition in the right way, according to their cognitive development (Marinda, 2020). In Early Childhood Education carried out including through the concept of playing while learning, learning while playing. This concept is also a principle in organizing early childhood learning, a concept that, in the author's observation, is building the image that school is fun. Studying at the Early Childhood Education Center does not take away the world of children's play, so it is packed in a fun atmosphere.

One of the fun methods used in learning is singing. Through singing, it will target several aspects of child development, such as cognitive (in the form of children being able to remember word for word in song verses) and motor (as targets for motor and cognitive competence). In developing children's language skills, including introducing Javanese, this is done by inviting children to sing. One of the songs that is frequently heard is one with the title "*Sugeng Enjing*" with the following lyrics:

*Yen esuk sugeng enjing*

*Yen awan sugeng siang*

*Yen sore sugeng sonten*

*Yen bengi sugeng ndalu*

*Diparingi matur nuwun*

*Ditimbali matur dalem*

*Yen liwat nderek langkung*

*Yen lepat nyuwun pangapunten*

Apart from teaching the Javanese language, this song also teaches manners and rules of life, which contain teachings on good manners in getting along with other people, especially older people, in using the right sentences; in this case, it is in line with previous research (Nafiah and Maemonah, 2021). Learning with the singing method for children after an early age is easier to accept and makes them happy; children can sing, move their limbs to dance, and express themselves well. In the context of developing language intelligence, singing is an option to make children feel happy without losing the essence of the material presented. Singing is in line with the concept of playing while learning; the world of playing through songs will accompany the growth and development of children, the world of play will not be uprooted, and on the other hand, they can also learn (Iskandar et al., 2021). Through singing, children's language skills increase, showing that there are many ways to teach language to children. In this study, singing is an appropriate method for early childhood learning. This is in line with several methods used by other studies in teaching language to children, such as several previous studies using "language smart kids" (Fitriani, Wijayanti, and Koesmadi, 2021).

3. Integration of local culture into learning themes

One of the learning practices in early childhood education, which in this study is stated as an effort to maintain tradition as well as the resilience of local cultural identity, is the selection of cultural themes that are rooted in genuine local traditions. In one of the themes of love for the motherland, learning is introduced to several local cultures typical of Banyumas as the results of the study state, as follows: On the theme of love for the motherland, students are introduced to culture in the form of Banyumas typical arts. The children were introduced to several existing arts, such as begalan, lengger dance, Ebeg, kentongan, and several others. Through audio-visual media, children are invited to watch the Alu Lesung dance, the Mbok Jamu dance, and the song suwe ora jamu. This theme is used as a strategic moment for teachers in learning activities to introduce children to the local culture of their region.

Banyumas local cultural integration is one of the efforts to maintain local identity so that children know it from an early age. The theme of love for the motherland in early childhood learning is appropriate when children are introduced to parts of local culture typical of Banyumas which are big themes in learning, and it is not uncommon for the top theme of learning to love the motherland to be carried out with other fun activities such as outing classes by visiting places of local tourism, or presenting the uniqueness of Banyumas, such as through food or culinary delights, and so on.

#### D. CUNCLUSION

Early childhood local language intelligence needs to be introduced early on, to make children familiar with the local language of their region. Learning in Early Childhood Education has relevant significance when in its activities innovations occur in the development of children's language intelligence, with children being taught to know Javanese starting with numbers, using multilevel Javanese sentences such as the simplest kromo language to teach children about manners, and rules. In addition, choosing the right method will result in a child's understanding of remembering the local language being taught. The technique of teaching the Banyumasan Javanese language used by institutions in Banyumas in introducing children to their language is carried out through habituation activities by counting 1-10, singing and integration in learning themes in early childhood education such as love for the motherland by linking it with knowing the local culture of Banyumasan . This is where children's language intelligence increases, and local cultural identity is also maintained.

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