Mother Tongue-Based Curriculum for Primary Education in Indonesia

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Outline

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I. What is *Mulok*?

- *Mulok* (local content) is local curriculum generated by the local community
  - Ethnic identity, local customs, traditions, arts and handicrafts & local environment.
- *Mulok* can be used to teach reading and writing in two languages; the local language and national language.
Perkiraan jumlah bahasa yang cukup tepat dapat diperoleh dari "Languages of Indonesia / Bahasa-bahasa di Indonesia" yang diterbitkan oleh SIL International - Indonesia, tahun 2007.
• In 2003 the national government passed a law requiring a class period devoted to Mulok (Local Content Curriculum) in all public schools, in addition to the national curriculum.
II. Program Model

- Work with local organizations and local government.
- Advocacy.
- Develop curriculum with community involvement.
- Workshops and training for local people.
- Sustainability.
III. Case Studies

1. Mulok in Palu

Geography and people

- Palu is the capital city of Sulawesi province
- Subdistrict Kulawi is located in district of Donggala in Palu, Central Sulawesi
Bolapapu/Kulawi village

- People are open and friendly
- Language spoken: Moma and Indonesian language
- Heterogenous people
- More variety of occupation, mostly farmer
- Accessible: cars, motorbike

Lindu village

- People are open and friendly
- Language spoken: Tado and Indonesian language
- Homogenous people
- Less variety of occupation, mostly fisherman
- Limited access: only by motorbike
Palu, Central Sulawesi
Kulawi - Lindu, Central Sulawesi
Purpose Of The Program

• To preserve local language
• To teach local culture using the language that is closest to the culture, the mother tongue
• To improve students’ self-confidence by showing value for their unique culture and ethnic identity
Program overview

• Started in 2008
• Language Development Committee, orthography system, create stories.
• Workshops
  - curriculum development
  - teacher guide creation
  - training how to use curriculum
  - program planning
• Used in 2nd grade primary classes since July 24th 2010
• Monitoring and Evaluation
  Visit schools.
Workshop on Teacher Guide Creation
Workshop on Curriculum Creation
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Workshop on How to use local content book
Teaching Materials

- **Story books**
  Shell books, posters, big books.

- **Mulok Teacher Guide**
  Teaching activities for students based on local curriculum (standard competencies and basic competencies).

- **Primer Book**
  To teach how to read and write in local language.
Encouraging developments

- Both communities are very happy and proud of their culture.
- Support from local education department.

Challenges

- Limited communication due to lack of cellphone signal, especially in Lindu village.
- The communities are not used to work under deadline, so not all activities can be done as scheduled.
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Kulawi
Kulawi
Lake Lindu
2. Mulok for the Poulle, Papua

Geography and people

- Jayapura is the capital city of Papua province
- Senggi subdistrict is located in district of Keerom, Papua
Students at the Waley elementary school
Purpose Of The Program

• Revive interest in education by using local language teaching materials and concepts to which students can identify
• To improve students’ self-confidence by showing value for their unique culture and ethnic identity
• Improve students’ and community’s overall literacy proficiency
Program overview

- Create primer and local stories
- Teachers/tutors are introduced to phonics primer concept
- Training teachers and tutors in alternative/engaging teaching methods
CREATION OF MATERIALS
TEACHING PRACTICE
Teaching Materials

1. Primer
   - Teaches sound by picture-word identification

2. Local stories and songs
   - Used to teach local traditions and habits
   - Strengthen local identity
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CREATING PRIMER

CREATING LOCAL STORIES
**Encouraging developments**

- The community senses that it is yet not too late to 'save' the local heritage
- A core of young community members is interested in contributing to the program

**Challenges**

- Local elementary schools in both villages lack proper supervision from the government
- Not many local teachers teaching
- Only three teachers teaching between the schools in both villages
WAYS TO REACH THE VILLAGES……….
...NOT ALWAYS SMOOTH...
Children help out in gardens
IV. Conclusions

• Curriculum or teaching materials have to be relevant to the everyday lives of the learner and teacher

• Community members, learners and teachers are directly involved in decision making right from the program planning stage to ensure sustainability

• Literacy skills could and should never be the goal in itself, rather should be a means for the community to help them in realizing development in a wide spectrum and ultimately lead to improve their community’s quality of life
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