

Mother Tongue-Based Curriculum for Primary Education in Indonesia

By :
Rachfri Kirihio & Esther Koestito

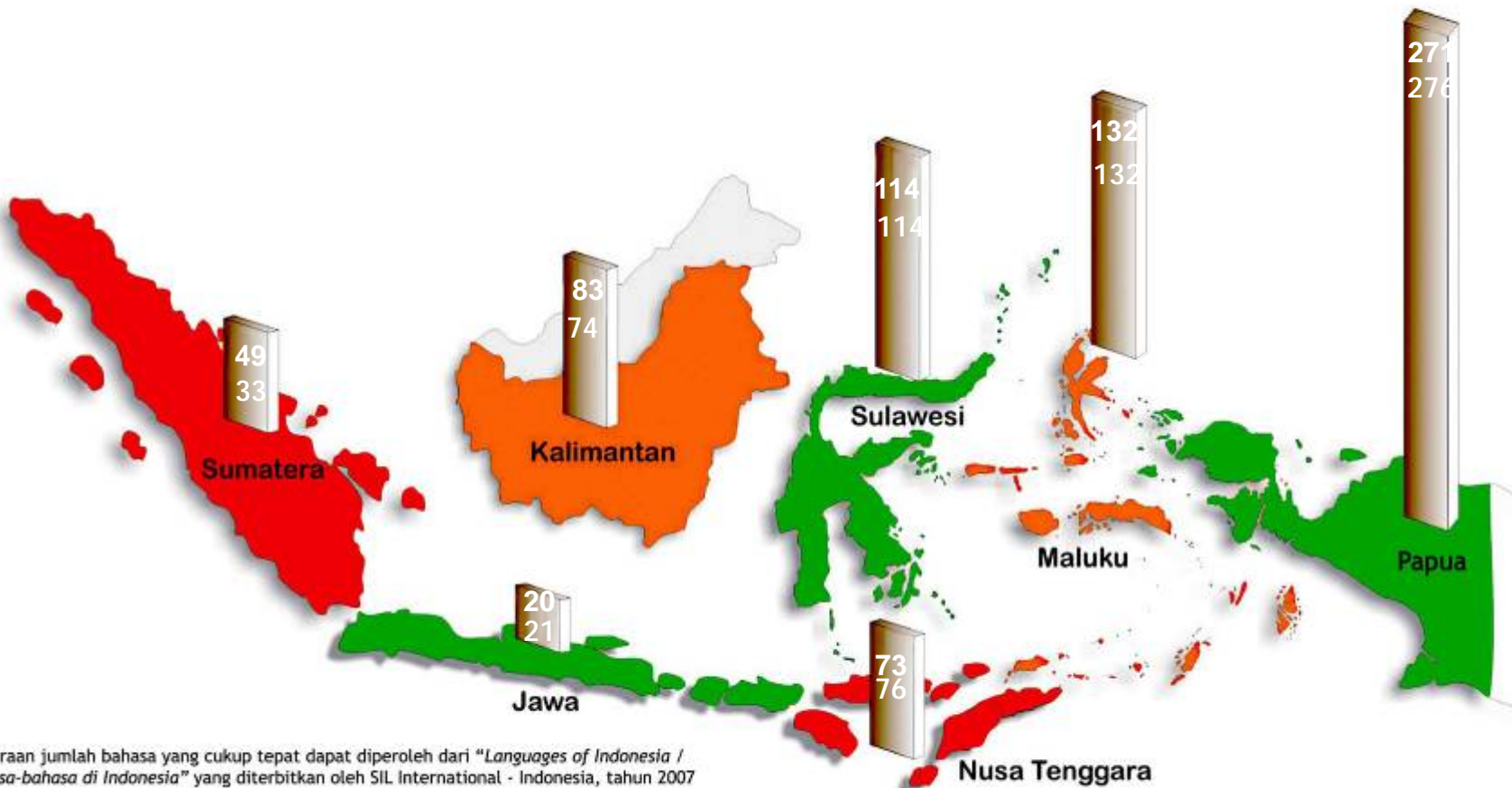
Outline

- I. What is Mulok
- II. Program Model
- III. Case Studies :
 - 1. Mulok program in Palu, Central Sulawesi
 - 2. Mulok program in Poulle, Papua
- IV. Conclusion

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.

JUMLAH BAHASA



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
- Heterogen people
- More variety of occupation, mostly farmer
- Accessible : cars, motorbike

Lindu village

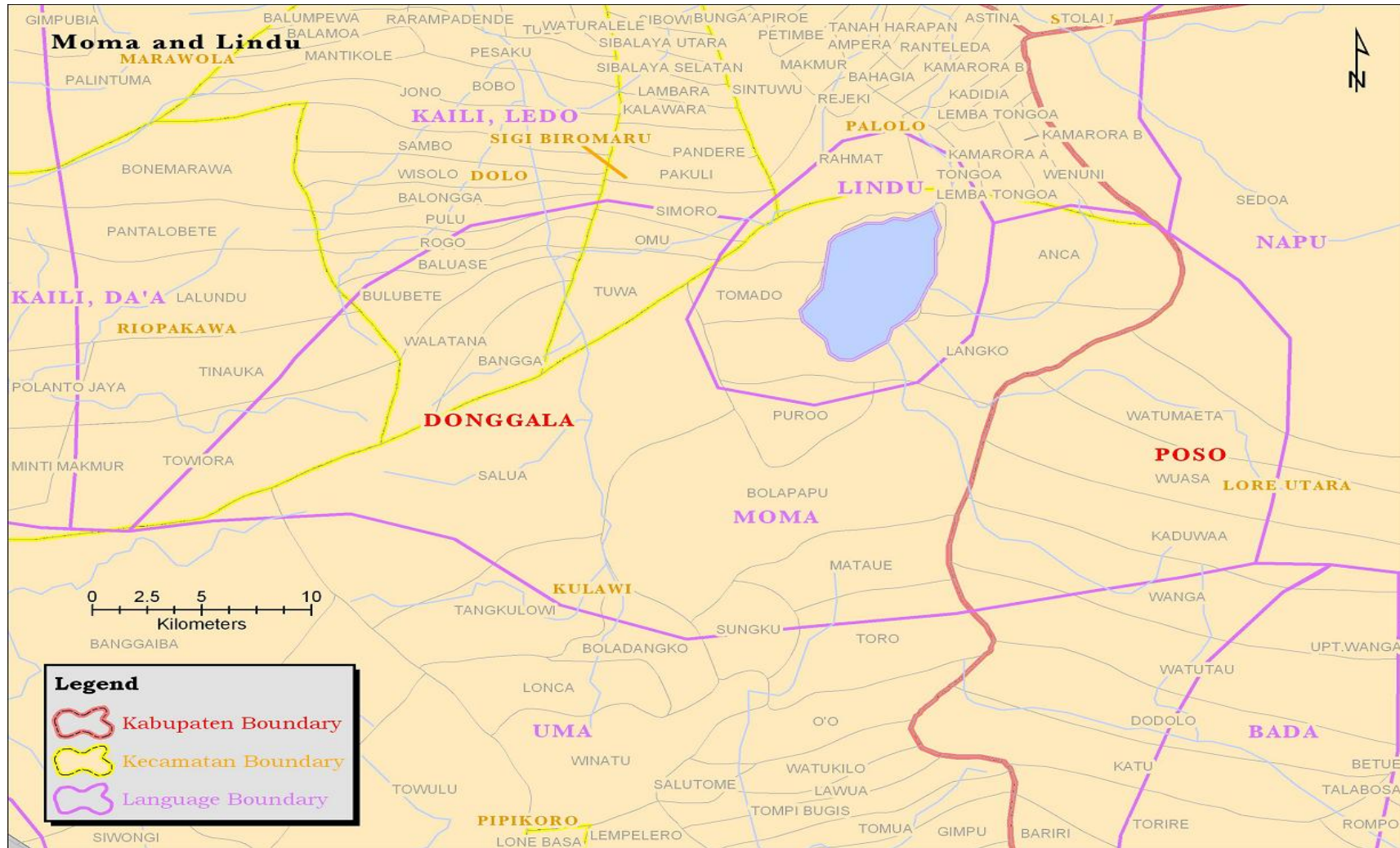
- people are open and friendly
- language spoken :
Tado and Indonesian language
- Homogenous people
- Less variety of occupation, mostly fisherman
- Limited access :
only
by motorbike



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.

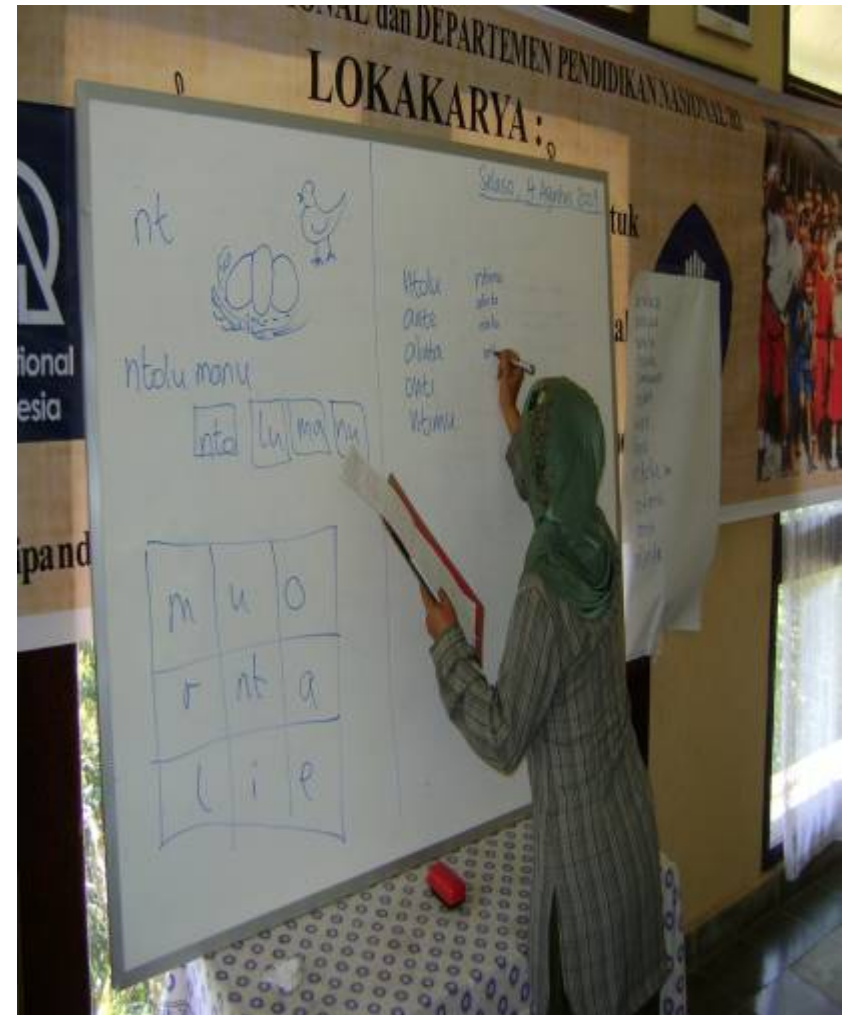
Workshop on Teacher Guide Creation



Workshop on Curriculum Creation



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.



Kulawi





Lindu



Lake Lindu

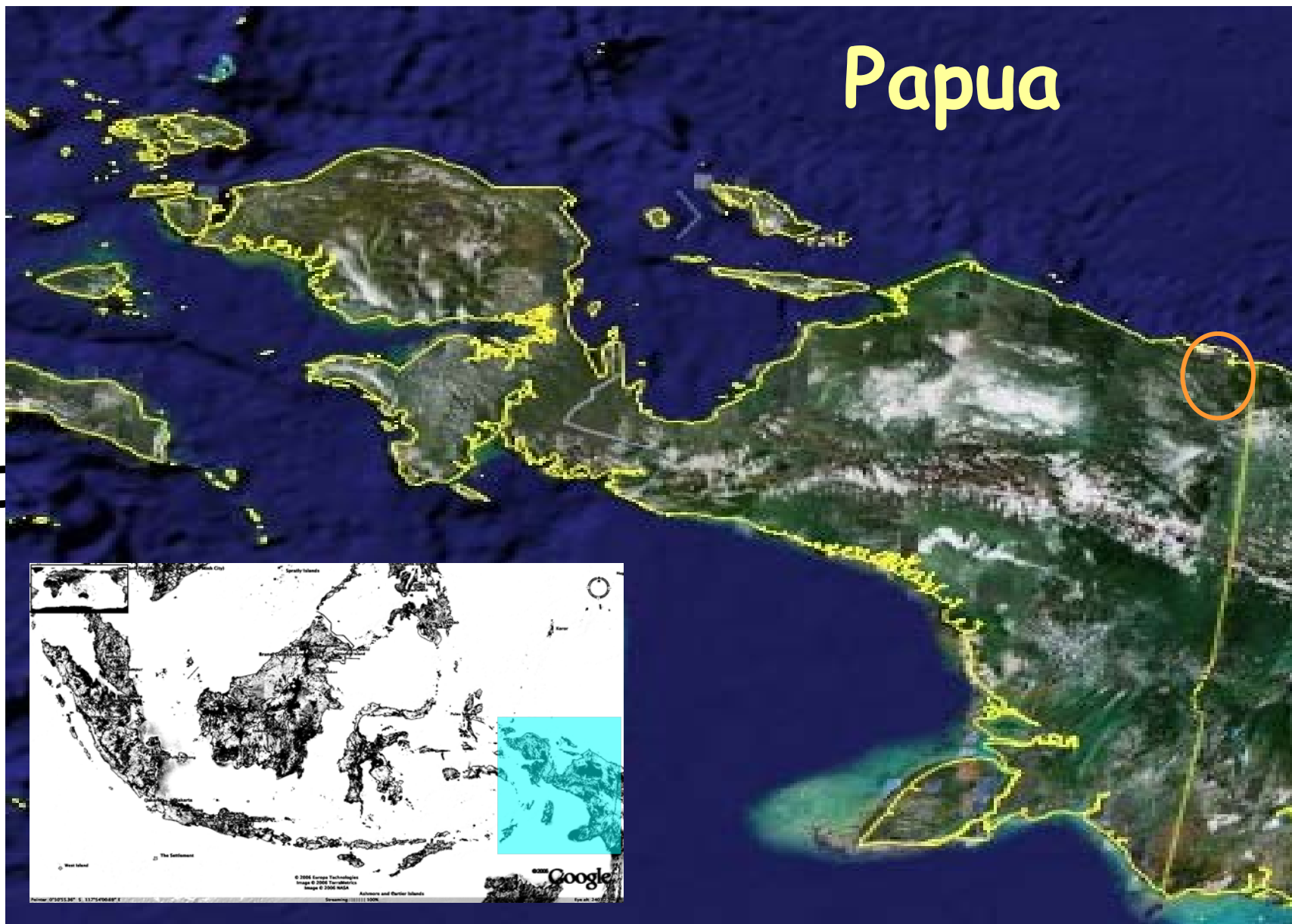


2. Mulok for the Poulle, Papua

Geography and people

- Jayapura is the capital city of Papua province
- Senggi subdistrict is located in district of Keerom, Papua

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





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



CREATING PRIMER




1. Perhatikan huruf kecil!

Pelajaran 1

e **E**

2. Perhatikan gambar!



3. Perhatikan huruf kecil dalam kata!

ensis

4. Perhatikan kata yang berhuruf kecil!

en **sis**

5. Perhatikan huruf kecil dalam kata!

ensis **e**

en **sis** **en**



en **en** **sis**

e **ensis**

6. Perhatikan kata yang berhuruf kecil!

ensis



1. Perhatikan huruf kecil!

efvome **penti**

e **e** **e**

2. Perhatikan huruf kecil dalam kata!

tekaleflatè **safke**

e **e** **è** **e**

3. Perhatikan huruf kecil dalam kata!

e e e E E E

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

TERIMA KASIH

For more details, please contact us at:

SIL INTERNATIONAL-INDONESIA
PO Box 1561/JKS
Jakarta 12015

Ph. (021) 758 16425
Fax. (021) 750 5206

Email: info_indonesia@sil.org