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PKM OSENG LANGUAGE SAVING THROUGH INVENTORY IN THE LARGE INDONESIAN DICTIONARY

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PKM OSENG LANGUAGE SAVING THROUGH INVENTORY IN THE LARGE INDONESIAN DICTIONARY

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ABSTRACT

In the design of the vocabulary inventory results that have been carried out by the Koord Team. KKLP of Dictionary and Terminology, and Coords. KKLP for the Protection and Modernization of the East Java Language Center. The number of words generated from the field is 730 words that must be verified. The eligibility of words that must be verified is very decisive to be submitted in word validation to the East Java Language Center of the Ministry of Education and Culture of Indonesia, the target audience because of a request from the Chairperson of the East Java Province Language Center at the Faculty of Teacher Training and Education, PGRI Banyuwangi University, which requires a source for verification of bogus vocabulary. totaling 730 words. The word was verified by 4 people from the Oseng tribe who were represented by the chairman of the Balambangan Arts Council, the Oseng Language Institute, 2 academics from the Banyuwangi PGRI University who were descendants of Oseng. 5 people from the Coord Team. KKLP of Dictionary and Terminology, Researcher and Language Extension. The activity was carried out in 5 days at the Luminor hotel starting from 23-25 May 2022 with a letter of assignment starting 22-26 May 2022. From the results of the verification carried out by the team, 3% of words were deleted because they were already in the big Indonesian dictionary, 2% of repeated words, 10% of words that must be verified by vocabulary sources, 85% of verified words that are eligible to be submitted for validation to the Indonesian Language Center of the Ministry of Education and Culture.

Keywords: Vocabulary, Oseng, KBBI, East Java Provincial Language Center

INTRODUCTION

Regional languages as one of the nation's wealth have a function as a communication tool for the supporting community. Apart from being a means of intra-ethnic communication, regional languages are also serves as a supporter of the national language, namely Indonesian. On the basis of this function Regional languages should continue to be fostered and developed in order to strengthen resilience the nation's culture. Regional languages should no longer be treated as part of culture whose function can be replaced by another language function. Article 36 of the 1945 Constitution states, On the other hand, regional languages that are well maintained by their speakers will be respected and maintained by the state because these regional languages are part of the culture. living Indonesia.

The National Language Policy formulates that in relation to the development of state life in Indonesia towards regional autonomy and the importance of fostering and preserving regional culture, regional languages need to be given the widest opportunity to play a bigger role. Strengthening the existence and continuity of language Regional Government aims to protect regional languages which are one of the nation's wealth. Language Indonesia as a dynamic language can take advantage of regional language vocabulary as a Indonesian vocabulary enrichment. This attitude not only strengthens regional culture, but also strengthen the national culture.

One of the wealth of the Indonesian nation that is rarely owned by other nations is the presence of various regional languages that coexist with Indonesian. The diversity of regional languages in Indonesia can be a positive potential in developing and strengthening the position of the national language, namely Indonesian. Therefore, it would be unwise if the local language was considered as a language 'disturbing' Indonesian.

Regional languages or also known as ethnic languages or mother tongues have become UNESCO's agenda by setting February 21 as International Mother Language Day. Oentarto Sindung Mawardi in his paper entitled "The Role of Regional Language and Literature in Strengthening the National Cultural Resilience" (2003:5) said that what was done by UNESCO above shows how important it is to maintain the use and empowerment of regional/ethnic/mother tongue functions in Indonesia. in the midst of the supporting community.

1. Position and Function of Indonesian and Regional Languages

2.1 Indonesian

In the formulation of the language politics seminar, it is stated that one of the positions of Indonesian is as a unified language or national language. In its position as a national language, Indonesian serves as (1) a symbol of national pride, (2) a symbol of national identity, (3) a unifying tool for various ethnic groups with different socio-cultural and linguistic backgrounds, and (4) a means of intercultural and interregional communication.

The position of Indonesian as a national language with various functions as stated above was strengthened by making Indonesian the state language. The position of Indonesian as the state language is stated in the 1945 Constitution, Chapter XV, Article 36 which reads that *the state language is Indonesian*. The provisions that stipulate Indonesian as the state language are also accompanied by formulations regarding several functions of the Indonesian language as the state language. What about regional languages? Does the state provide opportunities for regional languages to become ethnic languages and contribute to the development of the Indonesian language? The following describes the position and function of regional languages as formulated in the language politics seminar.

1.2 Regional/Ethnic

Languages There are around 700 regional languages in Indonesia that function as (1) symbols of regional pride, (2) symbols of regional identity, (3) means of communication within the family, (4) means of supporting regional culture and language Indonesia, and (5) supporters of regional literature and Indonesian literature. In the formulation of the language politics seminar in 1999, it was also agreed that several functions of regional languages were in relation to the function of Indonesian as the national language and the language of the state.

The functions of regional languages, namely (1) supporting the Indonesian language, (2) the language of instruction at the initial elementary school level in certain areas to facilitate the teaching of

Indonesian and/or other subjects, and (3) linguistic resources to enrich the Indonesian language. The three regional language functions are complemented by an explanation that under certain circumstances, regional languages can also function as a complement to Indonesian in the administration of government at the regional level.

The position and function of Indonesian and regional languages as stated above is an ideal function formulation for the survival of Indonesian and regional languages. It is clearly stated how the relationship between Indonesian as the national language and the state language is on the one hand and regional languages as ethnic languages on the other.

2 The Current Position of Indonesian and Regional Languages

Currently, the position and function of the Indonesian language, both as a national language and as a state language, has been well implemented. Indonesian has played its function as a symbol and national identity, a unifying tool for various ethnicities, and as a means of intercultural communication. Indonesian has also functioned as the official state language. What about the regional language function?

To find out the implementation of the regional language functions, we should briefly look at point (4) of the regional language function which states that regional languages function as a means of supporting regional culture and Indonesian language. In relation to the function of the Indonesian language, in point (1) it is stated that the regional language functions as a supporter of the Indonesian language, and in point (3) it is stated that the regional language functions as a linguistic source to enrich the Indonesian language.

The three points of the function of regional languages above, strictly speaking, provide opportunities for regional languages to develop further and can support the Indonesian language. Regional languages have the opportunity to play a bigger role in enriching Indonesian vocabulary. However, has the function of the regional language as stated in the three items of the formulation of the function of the regional language during the language politics seminar in 1999 been going well?

Nababan (1990) in his paper entitled "Bilingualism and the Development of Indonesian and Regional Languages" reports that in 1980, the Center for Language Development and Development (now known as the Language Center) planned to conduct a survey on bilingualism in Indonesia. One of the results or conclusions of the survey, namely the change towards the use of Indonesian as a first language, seems quite clear.

The results of this survey indicate to us that in several regions in Indonesia, there has been a shift in language use from the use of regional languages to the use of Indonesian. The shift in language use from regional languages to Indonesian raises questions. Will the Indonesian people still carry out the function of regional languages as a means of ethnic communication, as a supporter of the Indonesian language, and as a source of Indonesian vocabulary? This question arises as a result of the shrinking area of local language use, the destruction of regional grammar used by young speakers, the lack of regional language vocabulary being absorbed into the standard Indonesian vocabulary, and the indifference of the local government in terms of preserving regional languages in their territory.

The shift in the use of the mother tongue from the regional language to Indonesian, the confusion of regional language vocabulary (for example *Indorah: Indonesia-Daerah*), the limited number of regional language vocabulary absorbed into Indonesian, and the local government's lack of concern for the preservation of regional languages shows that the position and function of the local language has not been implemented. the function of the regional language properly as formulated in the language politics seminar in 1999. If this continues, it is possible that the formulation of the position and language of the function of the regional language is only a slogan that is half-hearted to be implemented.

3 References for the Development and Development of Regional Languages

Article 32 of the 1945 Constitution of the Fourth Amendment which consists of two paragraphs reads as follows. Paragraph (1) The state shall advance the Indonesian national culture in the midst of world civilization by guaranteeing the freedom of the people to maintain and develop their cultural values. paragraph (2) The state respects and maintains regional languages as national cultural assets.

The two paragraphs contained in Article 32 of the 1945 Constitution of the Fourth Amendment above state explicitly to the Indonesian people regarding the position of regional languages in Indonesia, who is obliged to maintain them, and why regional languages should be preserved. In these two verses, it is clearly stated that the relationship between regional languages and national culture (national culture) is legally (Bawa, 2003:2-3).

In article 32 paragraphs (1) and (2), the state states that regional languages have a very high position. In its very high position, regional languages must be maintained and developed by the state. Not only that, the state also states that regional languages must be promoted and respected by the state. The state's obligation to respect, maintain, develop, and promote regional languages is a form of state responsibility in maintaining and preserving one of the nation's cultures because maintaining regional languages means advancing national culture as intended by Article 32 of the 1945 Constitution paragraph (1) of the Fourth Amendment.

In its implementation in the community, the guidance and development of regional languages is handed over to the Regional Government (Regency/City). Arrangements for the implementation of the guidance and development of regional languages have been stipulated in Law Number 22 of 1999, Article 11 paragraph (2) which states that what must be carried out by the Regency and City Governments includes public works, health, education and culture, agriculture, transportation, industry and trade, investment, environment, land, cooperatives, and labor decreased.

RESEARCH METHOD

The methods used in Community Service activities are as follows: Conducting workshops and discussing the meaning of words in both verbal and working terms. by providing input material for the meaning of words in accordance with the Indonesian language for the development of the Banyuwangi regional language, namely oseng. Which will be held at the Luinor hotel on May 23-25, 2022. With the number of evaluation teams implementing the workshop, verification by 4 people from the Oseng tribe represented by the chairman of the Balambangan Arts Council, Oseng Language Institute, 2 academics at PGRI Banyuwangi University are descendants of Oseng. 5 people from the Coord Team. KKLP of Dictionary and Terminology, Researcher and Language Extension.

RESEARCH RESULTS AND DISCUSSION

of the East Java Provincial Language Center received an award from the Blambangan Arts Council (DKB). The award was given directly by the Head of the DKB (Mr. Hasan Basri) to the Head of the East Java Provincial Language Center (Dr. Asrif, M. Hum.) at the opening of the Vocabulary Inventory Results Workshop at Luminor Hotel Sidoarjo, on 23 May 2022. Also attending the event These include the Dean of FKIP, PGRI University Banyuwangi (Dr. Agus Mursidi, M. Pd), Coord. KKLP of Dictionary and Terminology, and Coords. KKLP Protection and Modernization, and Oseng language academics and researchers. The chairman of the DKB, Mr. Hasan Basri, appreciated the performance of the KKLP (Expertise and Professional Service) Dictionary and Terminology Language Center of East Java Province which was persistent in tracing the vocabulary used by the people of Banyuwangi to be submitted to the Big Indonesian Language Dictionary (KBBI). "The Language Center pays serious attention to the protection of the language

used by the Using community. We feel the atmosphere,” explained Hasan Basri. Dr. Asrif, M. Hum. expressed his gratitude to the Chair of the DKB as well as to the language activists and researchers of the Using community who have been active and together with the East Java Provincial Language Center to protect and develop the language of the Using community. The head of the East Java Provincial Language Center hopes that the cooperation that has been going well will continue to be established for various linguistic and literary programs. In 2022, the KKLP Team for Dictionary and Terminology proposed 700 Using vocabularies to be considered as new vocabulary in the KBBI.

In the previous presentation, it was stated that regional languages have a very important position for this country. By seeing the importance of regional languages in supporting national culture, the government can take several steps in fostering and developing regional languages, namely:

- (1) strengthening the sustainability of the use of regional languages as a means of supporting regional culture and Indonesian culture;
- (2) strengthening the position of regional languages as a source of language in enriching the Indonesian language; and
- (3) improving the quality of regional languages which are the main elements of regional culture which in turn supports national culture.

The three steps above are an effort to foster and develop regional languages because regional languages are the supporters of national (Indonesian) culture. Strengthening the sustainability of regional languages aims to maintain and protect regional languages so that they remain sustainable in ethnic communities in Indonesia. The protection and maintenance of regional languages is not only important for the sustainability of these regional languages, but also has great value for the integrity of the national culture. This kind of thinking needs to be studied properly to avoid the emergence of a pessimistic attitude of the community regarding the seriousness of the government in protecting regional culture.

The second step is to strengthen the position of regional languages as a source of language in enriching the Indonesian language. This step can be in the form of prioritizing the absorption of regional languages into the standard Indonesian language. So far, when there are foreign terms that have no equivalent in Indonesian, we often absorb these foreign terms directly or in a certain way. We are not or less trying to absorb the vocabulary of regional languages in Indonesia as the equivalent of these foreign terms. Some linguists argue that the absorption of foreign terms is necessary because regional languages do not have equivalent forms of foreign words. Indeed, if we look for the exact equivalent form, then we will not find it in the regional language. Preferably, we can be wise to the regional language, the meaning is that although the meaning of the regional language vocabulary is not exactly the same as the foreign term to be absorbed, we can agree on a regional language vocabulary as the equivalent of a foreign term Isn't one of the characteristics of that language agreement?

The third step is to improve the quality of regional languages which are the main elements of regional culture which in turn support national culture. In this step, the regional language as one of the regional cultures that fill the national culture should still be used as the mother tongue or the main language in the household and educational environment. Regional languages should still be used in the educational environment accompanying Indonesian. The goal is that the regional language will regain its prestige in the eyes of its supporting community.

Regarding the use of regional languages in education, we can re-examine Mahsun's intention in his paper presented at the Language Politics seminar in 1999. In his paper, Mahsun questioned the second point of the decision of the 1975 National Language Political Seminar on the function of regional languages in relation to these languages and other languages. Indonesia. The linguist considered that the decision which stated that the regional language functions as the language of instruction in elementary schools in certain areas at the initial

level to facilitate the teaching of Indonesian and other subjects, was deemed to have shaped students' perceptions of the lack of importance of their recorded language and culture, in their mother tongue.

Mahsun's opinion above should be considered as well as possible because if the second point of the function of regional languages as formulated in the 1975 National Language Political Seminar is implemented, it is possible that students' perceptions of regional languages as less important languages will be strengthened. In addition, this policy can indirectly shape the negative thinking patterns of local language speakers towards their mother tongue and at the same time will reduce their pride in their language and culture (check Mahsun in the Language Politics Seminar, 2000:40). as the main language other than Indonesian. languages should no longer be seen as a second language because it can trigger a negative attitude of society towards local languages. The position of regional languages as symbols of ethnic pride will be difficult to achieve because of the position of regional languages which are placed as second languages.

To avoid overlapping areas of use between Indonesian and regional languages, a new formulation is needed on the function and position of Indonesian and regional languages. For example, if in one class all the students come from the same ethnicity and use the same regional language, then the regional language can be used as the language of instruction to deliver the subject matter. In this condition, the use of regional languages as the language of instruction in educational institutions is not only limited to lower classes, but can be used in all classes where students come from the same ethnicity or speak the same regional language.

Several research results regarding the use of regional languages as the language of instruction in educational institutions indicate that the use of regional languages in schools is able to provide positive learning outcomes. The results of Freeman and Freeman's (1992, in Mahsun, 1999) research conclude that students who study in schools that use their mother tongue as the language of instruction, tend to have no difficulty in participating in teaching and learning activities that use a second language of instruction. UNESCO in the conclusion of its research results show that education that uses mother tongue as the language of instruction is more successful than education that does not use mother tongue as the language of instruction (in Fadjar, 2003:7).

The hope that regional languages are used as the main language in educational institutions other than Indonesian does not aim to deny Indonesian language as the national language and the language of the state. Nor is it a step to legitimize the existence of regional languages in excess. However, the empowerment of regional languages in some situations actually aims to strengthen the spirit of Indonesianness. Indonesia as a country is built from various cultures of all ethnic groups in the archipelago. Therefore, the use or what can be called the empowerment of regional languages should be considered as an effort to maintain the cultural pillars that build this

CONCLUSION

Regional languages and Indonesian can complement each other so that the spirit of Indonesianness which strengthens the unity and integrity of the nation will be more stable. The guidance and development of regional languages is a reflection of efforts to encourage regional progress, not only through regional economic and physical development, but also socio-cultural development and the noble values it contains. This is in accordance with our national development philosophy with the aim of creating a society that is resilient in facing various threats, challenges, and obstacles in achieving the goals of the nation and state. The guidance and development of regional languages as a form of embodiment of the Indonesian spirit does not have to shift the position of Indonesian as the national language and the language of the state. The guidance and development of regional languages is directed at empowering more stable regional languages (ethnic languages) that have a harmonious relationship with the national language (Indonesian). form of embodiment of the Indonesian spirit in a country

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