

PKM SESSION OF THE OSENG LANGUAGE COMMISSION 577 VOCABULARY OF EAST JAVA HALL

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ABSTRACT

In the draft result of the Oseng vocabulary inventory that has 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 and 577 words are verified. The feasibility of a verified word is very decisive to be submitted in the session of the word validation commission of the East Java Language Center of the Ministry of Education and Culture of Indonesia for final verification by presenting resource persons from the Central KKLP represented by Dr. Adi Budiwiyanto and Amat Triatna, SS There was a request from the Chair of the East Java Province Language Center at the Faculty of Teacher Training and Education, PGRI Banyuwangi University to become a resource person in the 577-word Oseng Vocabulary Verification Session as a continuation of the 730-word Vocabulary Workshop, namely Dr. Agus Mursidi, M.Pd. Apart from UNIBA, there are also Oseng customer representatives, namely from the Minhajul Qowwim Oseng Language Research Institute, SS. From DBK. 5 people from the Coord Team. KKLP of Dictionary and Terminology, Researcher with the chairman of Puspa Ruriana, M.Hum, members of Adista Nur Primantari, MA and Yuyun Kartini, SS and 2 language instructors. The activity was carried out in 5 days at the Luminor hotel from 4-8 July 2022 with a letter of assignment starting 4-9 July 2022. From the results of the verification carried out by the Team, 5% of words were deleted because they were already in the big Indonesian dictionary, 5% of repeated words, 10% of words that must be verified by vocabulary sources, 80% (402) of verified words that are eligible to be submitted for data entry to the Big Indonesian Dictionary submitted by the Indonesian Language Center of the Ministry of Education and Culture.

Keywords: Commission Session, Oseng Vocabulary, KBBI,

INTRODUCTION

The East Java Province Dictionary and Term Expertise Group carried out Vocabulary Inventory and Processing activities and collected 730 entries summarizing various Using Banyuwangi language vocabulary in various fields of life, namely art, culinary, daily activities, mystical / witchcraft, and carpentry (Mursidi, 2021). The collected vocabulary will later go through a verification and validation process before being proposed into the Big Indonesian Dictionary (KBBI).

Vocabulary Data Inventory and Processing activities are carried out in 5 stages, namely the data collection stage, the data processing stage, the dictionary preparation workshop stage, the Regional Language Commission Session (SKBD), and the vocabulary input stage. Data collection has been carried out in

Banyuwangi on 7-11 March 2022. After going through the data processing stage, vocabulary in Using language has gone through the data verification stage on 23-25 May 2022 and resulted in 615 verified entries from 730 entries. Therefore, the activities of the Regional Language Commission Session need to be held immediately so that 615 Using language vocabulary data can be immediately validated and submitted as entries in the KBBI.

1. Position and Function of Indonesian and Regional Languages

1.1 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 in relation to the function of Indonesian as the national language and state language were agreed (Mursidi, 2021).

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 functions of regional languages 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 a national language and the language of the state on the one hand and regional languages as an ethnic language on the other hand.

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 function, we should briefly look at point (4) of the regional language function which states that the regional language functions 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 1999 language politics seminar been going well?

Nababan (1990) in his paper entitled "Bilingualism and Development of Indonesian and Regional Languages" reported 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 the local language 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 local 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 status of the local language has not been implemented. the function of regional languages properly as formulated in

language politics seminars in 1999. If this continues, it is possible that the formulation of the position and language functions of regional languages 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 development 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

A. Target Audience

The target audience of this service activity is the East Java Language Center to become the target audience because there was a request from the chairman of the East Java Language Center at PGRI Banyuwangi University who needed resource persons in the workshop activities Oseng language vocabulary inventory. The activity was carried out on Monday-Wednesday, July 4-8, 2022, so that service activities carried out by the PGRI Banyuwangi University service team were adjusted to the needs. The Session of the Regional Language Commission (SKBD) will be held on 4-8 2022 at the Luminor Hotel Sidoarjo

B. Methods of PPM Activities

The methods used in Community Service activities are as follows: Hold Workshops and discuss the meaning of words both in verbal and working terms . by providing input material for the meaning of words that are in accordance with the Indonesian language for the development of the Banyuwangi regional language, namely oseng.

C. PPM Activity Steps

1. Correction of Words from the Inventory of oseng language words into Indonesian totaled 577. 2. Give examples of appropriate sentences so that readers can understand in interpreting words.

D. Supporting and Inhibiting Factors

In the implementation of the service, the service team found several things that need to be noted as material for study and reflection for all of us. The things that are considered as supporters or obstacles to community service activities, are the many words that are not understood by the presenters because the presenters are young people who have left their local language.

RESEARCH RESULTS AND DISCUSSION

IMPLEMENTATION OF COMMUNITY SERVICE ACTIVITIES

A. Results of Implementation of PPM

Sidoarjo Activities – Friday, 8 July 2022, Language Development and Development Agency through Balai Languages of East Java Province carry out the activities of the Regional Language Commission Session (SKBD) Results of the Regional Language Vocabulary Inventory (oseng). This activity aims to validate a number of vocabulary entries that will be proposed as 'citizens' of the vocabulary of the Big Language Dictionary Indonesia (KBBI). A total of 500 vocabularies were inventoried from data collection activities in Banyuwangi. This vocabulary has also gone through the verification stage by expert resource persons in the field field (Mursidi, 2021).

SKBD activities which were held on 4–8 July 2022 were attended by Dr. Umi Kulsum, M. Hum. (Head of the East Java Provincial Language Center), resource person from the Group Dictionary and Terms Professional Expertise and Service (KKLP KI) from the Center for Development and Protection, Language Development and Development Agency, represented by Dr. Adi Budiwiyanto and Mr. Amat Triatna, SS, Dr. Agus Mursidi M.Pd (Banyuwangi University), Minhajul Qowwim, SS (Bambangan Arts Council), and the KKLP KI team at the Provincial Language Center East Java.

At the activity that took place at the Luminor Hotel Sidoarjo, the speakers gathered to validate entries and meanings of Using language vocabulary. From the validation results, 402 entries approved for inclusion in the KBBI. After going through the validation stage, the vocabulary will go through final revision stage

before it is proposed to enrich the Big Indonesian Dictionary (KBBI). In addition to going through the data inventory stage in the field, the general public can also participate propose vocabulary in regional languages that have the potential to enrich the KBBI. This submission can be done online through the website kbbi.kemdikbud.go.id.

B. Discussion

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. to studied avoid the emergence of a pessimistic attitude from the public regarding the seriousness of the government in protecting local 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, but 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 fills 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 review 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 stating that the regional language serves as the language of instruction in elementary schools in certain areas at an early stage to facilitate the teaching of Indonesian and other subjects, is considered 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 Seminar on Language Politics, 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 of the function and position of Indonesian and regional languages is needed. 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 concluded 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 excessively. 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 country, Indonesia.

CONCLUSION

The diversity of regional languages owned by Indonesia can be used side by side with Indonesian. 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 the empowerment of a more stable regional language (ethnic language) which has a harmonious relationship with the national language (Indonesian). The strengthening of the position

and function of regional languages that are implemented in daily life is form of embodiment of the Indonesian spirit in a country that highly

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