

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember



Adi Saputra¹, Wiwin Badrusia Samsiani², Lita Nur Azila³, Muhammad Irvan Akbar⁴, Aura Diva Nathania Adinda⁵, Fitri Nura Murti⁶

^{1,2,3,4,5,6}Universitas Jember

ABSTRACT: Every formal institution must use Indonesian as the language of instruction, including SD AZ- Ziyadah Jember. However, due to the Madurese-dominated environment, not all students at SD Az-Ziyadah are able to deftly understand lessons explained using Indonesian, so teachers need to review using the auxiliary language in the form of Madurese. In addition, limited human resources make English language learning at SD Az-Ziyadah not carried out regularly, so that students are less familiar with English. Assistance with Latsa flash cards was prepared after problem identification, coordination, solution offering, and partner approval, The mentoring begins with socialization activities to learners and teachers regarding the urgency of the language building trigatra, Latsa flash cards, and mentoring mechanisms. Then proceed with the application of the four series of Latsa flash cards for four days, with one series per day. This assistance received support and active participation, both from students and teachers. The utilization of Latsa flash cards makes students enthusiastic about language learning. Seeing the response of partners, Latsa flash cards can be considered to be expanded for use in the community. Latsa flash cards can be used as an effective alternative learning media for language learning.

KEYWORDS: Flash Cards, Language Skills, Language Building Trigatra, Language, Learning Media

I. INTRODUCTION

Humans are never separated from the existence of language. Every activity carried out by humans always involves the existence of language. According to Ginting et al. (2024: 73) language is one of the human communication media that can be used to convey information. Language is also a means to establish social interactions between humans and other humans.

Indonesian is the official language of Indonesia. This is stated in Article 36 of the 1945 Constitution of the Republic of Indonesia. The law provides the position of Indonesian as a national language which has derivative functions including as a language of instruction for education and a language of cultural development.

Long before the law was formed, Indonesian had already had a position as a language of unity. This is enshrined in the Youth Pledge on October 28, 1928, which is to uphold the language of unity, Indonesian. Therefore, Indonesian has the function of uniting all ethnic, racial and cultural groups of Indonesian society (multiethnic).

Indonesia has approximately 1,300 ethnic groups and each ethnic group has its own language. For example, the Javanese tribe has a Javanese regional language, the Madurese tribe has a Madurese regional language, the Batak tribe has the Batak Toba and Mandailing regional languages, and many more. However, with the rapid development of technology and information in this global era, people increasingly need to master foreign languages. This begins with the modern and international communication style of the younger generation. (Siedlarska, Jamsheer, Ciaston, Strzelecka, & Jozwiak, 2019). Mentioned that knowledge about a child's communication includes language development, speaking ability, and academic competence. There is a feeling of prestige in using local languages. This is also supported by the weakening use of local languages in the family environment. This condition is difficult to avoid, especially in mixed-ethnic marriage families so that language inheritance is considered to show the egoism of one ethnicity or also the child is no longer considered an 'original' child. The problem of local languages has a huge impact on the development and preservation of national culture. Regional languages can strengthen the identity of a region and can strengthen culture as the identity of the nation (Adibah et al., 2023: 98). Maintaining all three (the official language of the State - Bahasa Indonesia -, regional languages, and foreign languages) is very important.

Trigatra Bangun Bahasa is an important aspect for the development of literacy of the Indonesian people. Trigatra Bangun Bahasa is a formulation that was developed after the issuance of the Law of the Republic of Indonesia Number 24 Year 2009. Trigatra

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember

Bangun Bahasa contains prioritizing the Indonesian language, preserving regional languages, and mastering foreign languages. This must be in accordance with the provisions, not reversed or dominant in one of the languages. The existence of a language is very dependent on its speakers. According to Anto et al (2019: 18) when speakers treat their language well, the language will continue to develop and be preserved. Conversely, when speakers do not treat their language well, the language will be threatened by its development and existence. This is in line with the problems that occur in partners, namely Az-Ziyadah school.

Similar to other schools, at Az-Ziyadah Primary School, Indonesian is used by students and teachers when conducting learning activities. However, not all students are able to deftly understand lessons explained using Indonesian, so the teacher needs to review using Madurese. Even though they have been accustomed to using Indonesian, they still feel more comfortable using their mother tongue (regional language), namely Madurese. It is not uncommon for them to use mixed language between Indonesian and Madurese. Madurese has become a language that is so mastered by students at Az-Ziyadah Elementary School. The head of Az-Ziyadah Elementary School expressed his concern about the students' language use. "Even though they have been taught to communicate in Indonesian, the children do not use it," said Mr. Ali Sofyan as the Principal of Az-Ziyadah Elementary School. The assumption that foreign languages are difficult to learn is also felt by the students there. Only 1 out of 10 students likes English, the rest in unison answered that English is difficult to understand. Even though the school has provided bilingual Indonesian-English storybooks, as one of the media to attract students to foreign languages. The condition became even more alarming when we found out that there was no permanent English teacher there so that English learning was not carried out regularly.

Based on the root of the problem faced by partners according to the results of interviews with the principal and direct observation at Az-Ziyadah Elementary School, Flash Card Latsa is a solution that is realized in the Student Creativity Program-Community Service, namely Flash Card LATSA "Lancar Tiga Bahasa" as a form of optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School in Jember. The Flash Card LATSA program is a form of implementation of courses that have been studied, namely the auxiliary language course. Auxiliary language is a course that studies the importance of the existence of local languages in assisting learning that is constrained by students' limited understanding of Indonesian. According to Ardiana (2021: 20), children are essentially small humans who have potential that still has to be developed. In this case, Madurese is used as an auxiliary language to optimize the use of Indonesian and English in the use of Flash Card Latsa. Flash Card Latsa is a program that creates and uses flash card media as learning media in schools that serves to increase the implementation of Trigatra Bangun Bahasa that is more optimal in children. Ardiyanti, Usman, and Bandu (2018: 178) revealed that learning media is a tool to convey learning material that is utilized by educators in the teaching and learning process, also making it easier to understand the material presented. The use of learning media is also an implementation of learning media courses. According to (Hayes et al., 2017) learning media is an important aspect in the process of delivering learning material to make it easier and more interesting. Learning media courses are courses that learn about making learning media to help students in making it easier for students to receive effective and efficient learning so that students can achieve learning outcomes.

This program is specifically designed with the aim of directing students at SD Az-Ziyadah to be able to use good and correct Indonesian, maintain and pass on the Madurese language to children and grandchildren, and understand English as a global opportunity not just to look slang. Learning English is currently quite important, this is because English is an international language. The position of English in education is a local content subject (Airlanda & Alvita, 2021: 5713). Based on the problems faced by students at Az-Ziyadah Elementary School, namely the lack of proficiency in speaking Indonesian and English as a foreign language. With that this program focuses on the application of the Language Building Trigatra, it is important because Indonesian is the identity language of the Indonesian nation, Madurese as a regional language that must be preserved and foreign languages in language learning are languages learned by a learner in addition to the learner's own language.

The reason children cannot read is because their visual ability is not well developed to see small letters. So it is very important to present flash cards with bright colors (Hatningsih, 2019: 292). The flash card latsa program is a program that utilizes flash card learning media to help partners not only stick to the use of local languages, but also get used to the use of national and foreign languages during learning. Flash cards can also increase language vocabulary, both Indonesian, regional, and foreign languages. In line with Sari's opinion (2019: 68) the existence of flash card media makes it easier for children to add new vocabulary in local languages because the images included on the cards are interesting. Madyawati (2016: 75) also explained that flash cards can be used to stimulate language development and expand children's vocabulary by implementing reading flash cards as a habit. Thus, the Latsa Flash Card program is expected to help the use of Indonesian and English in formal learning at Az-Ziyadah Elementary School.

In this program, the use of latsa flash cards provides education through mentoring. The mentoring program is carried out by involving students in reading, listening, speaking and writing as a form of implementation of language skills. According to Magdalena, et al (2021: 244), to be able to communicate well, there are four language skills that must be mastered, namely listening skills, speaking skills, reading skills and writing skills. These four skills are the most supportive unity in communication. These language skills are important for students to master during the development of Indonesian language.

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember

II. METHODS

This mentoring is carried out with a three-pillar system involving partners, mentoring teams, and institutions. The institution in this case is the University of Jember through the PKM-PM program by the Ministry of Education, Culture, Research, and Technology. In detail, the mentoring was carried out through the following stages.

A. *Problem Identification*

The first step was to identify the problem. The problems experienced by partners were explored through interviews with school principals and observations of learner behavior and school conditions. Through these interviews and observations, it is known that the problems experienced by partners are the dominance of regional languages, less optimal insight into Indonesian and the lack of English language learning due to limited human resources. This has an impact on learning activities that are more dominant in using Madurese than Indonesian, which should be the language of education and threatens the ability of students to speak English. This is certainly contrary to the motto "Trigatra Bangun Bahasa" which must be optimized in this era of globalization.

B. *Coordination*

After the problems experienced by the partners were identified, coordination was carried out between team members and related parties, namely the accompanying lecturers, to determine solutions that could be offered to partners. Latsa flash card learning media that focuses on optimizing the trigatra of language building becomes the choice of solution to the problems experienced by partners.

C. *Solution Offerings*

The next stage is to offer solutions to partners. In addition to helping partners, this solution offering is also done to ensure partner support and participation in the planned activities. The use of flash cards has been proven effective in improving language development in students. Flash cards are learning media that utilize a visual approach so that they can be used as interactive learning aids and useful educational game media. Supported by media content that provides information in the form of vocabulary in three languages, namely Indonesian, Madurese and English, Latsa flash cards offer the right solution to the problems experienced by partners.

D. *Partner Approval and Program Proposal*

This process involved effective communication with the partners to ensure their willingness to adopt the solutions offered. The team offered the program to the institution and secured full support from the Ministry of Education, Culture, Research and Technology through the PKM-PM Program. Once permission was obtained, discussions were held to determine the time and place for the mentoring program.

E. *Implementation of Assistance*

Mentoring is carried out over several months from the time the program is offered in March 2024 until it ends in July 2024.

III. RESULTS AND DISCUSSION

Mentoring activities are carried out by carrying out several stages, namely as follows.

A. *Socialization*



Figure 3-1 Socialization to partners

The initial activity carried out was to carry out pre-assistance preparation by conducting socialization to both partners, both students and teachers. Socialization to students was carried out by providing material on the importance of language building trigatra and introducing Latsa flash cards. Then socialization to teachers is done by introducing Latsa flash cards and the mechanism of their use, as well as a guidebook containing various information about Latsa flash cards. Therefore, if the assistance by the team is completed, the partners can continue the assistance in optimizing the Language Building Trigatra through Latsa flash cards with a similar mechanism. The socialization of activities was held on July 15, 2024 with five members of the Latsa team.

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember

B. Latsa Flash Card Assistance Series 1 "Lala's Story"



Figure 3-2 Latsa flash card assistance series "Lala's Story"

The day after the socialization activity, the implementation of the mentoring began. This assistance began with the application of the first series of Latsa flash cards, namely "Lala's Story". The aspects of language skills targeted in this series are listening, reading, and speaking. This "Lala's Story" series is poured into cards with the intention of teaching partners about the importance of saving money and the role of a child in the family environment.

The mechanism for applying Latsa Series 1 "Lala's Story" flash cards is that to begin with, learners are given an explanation of the role that a child can play in their family. Learners are also given an explanation of the importance of saving money. Furthermore, learners are introduced to the story contained in the first series of Latsa flash cards and their relationship with the explanation that has been given previously. Then the flash cards are given to learners to read. This process needs assistance so that learners can read stories in three languages, namely Indonesian, Madurese and English. In addition, assistance is carried out to help learners understand the storyline and the problems experienced by the characters well.

After reading and understanding the content of the story, learners interact with the cards in the form of a game that can be done in groups or individually. The cards will be shuffled first and then learners can sort them according to the understood plot. Checking is done to find out whether the order that has been arranged by learners is in accordance or not with the storyline that was read before. Learners will be given the opportunity if the order of the cards is not appropriate. If the order of the cards is appropriate, learners are asked to retell the story based on the illustrations on the card. Furthermore, learners are asked to express their opinions about the contents and illustrations of the flash cards, as well as the moral message of Lala's story.

C. Latsa Flash Card Assistance Series 2 "Getting to Know Animals"



Figure 3-3 Latsa flash card assistance series "Knowing Animals"

On the second day, mentoring was carried out by applying flash card series two, namely "Knowing Animals". This series contains the names of animals in three languages, namely Indonesian, Madurese and English. The aspects of language skills that are targeted in this series are listening and speaking.

The mechanism for applying Flash Card Latsa Series 2 "Knowing Animals" is that to begin with, students are given an explanation of the material on the types of animals based on their type of food. Learners are introduced to examples of carnivorous,

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember

herbivorous, and omnivorous animals. Learners are given Latsa flash cards in the Knowing Animals series as a medium that helps them know examples of animals based on their type of food as well as helping learners know animal names in three languages.

The next step is a classification game. Learners will be helped to form several groups with each group containing two or three people. Each group will play in turn. The team gives directions and models to the group to play classifying animals based on their food type. Then each group begins to classify the animals on the card into several types with a specified time. The group with the most total correct answers is the winner.

This series of cards can also be used as a guessing game. Each card contains clues that lead to the characteristics of an animal. Using this series of cards as a guessing game can be done simply. The player reads out the clue at the bottom of the card while the other players try to guess what animal it refers to in three languages.

D. Latsa Flash Card Assistance Series 3 "What's in My School?"



Figure 3-4 Latsa flash card assistance series "What's in My School?"

Assistance on the third day was carried out by applying flash card series three, namely "What's in My School?". This series contains the names of objects around the school. The aspect of language skills emphasized in this series is writing.

The mechanism for implementing Flash Card Latsa Series 3 "What's in My School?", first the learners are given an introduction in the form of a simple explanation of the objects around the school. The team provides stimulation for learners to guess the names of objects around them in Indonesian, Madurese, and English. Next, the series three flash cards are introduced to the learners. Learners will slowly be guided to recognize the names of objects around them in Indonesian, Madurese, and English.

Assistance that aims to train writing skills is done by giving one flash card randomly to each learner. Under the card there are questions that learners must answer in writing. Learners are given time to write their answers in Indonesian and Madurese. Every answer that has been written by learners will be appreciated by displaying it in the classroom.

E. Latsa Flash Card Assistance Series 4 "Let's Assemble Words"



Figure 3-5 Latsa flash card assistance series "Let's String Words"

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember

On the last day, the mentoring was carried out by applying flash card series four, namely "Let's String Words". This series is divided into three types of cards, namely subject cards, predicate cards, and object cards. From the three cards, students are directed to string subject cards, predicate cards, and object cards into a sentence. This series emphasizes language skills, namely writing, and trains learners to string English sentences with the *simple present tense* formula.

The mechanism of applying Flash Card Latsa Series 4 "Let's String Words" is that first, learners are given an introduction to the present tense, and given an example of how a *present tense* sentence can be formed. Furthermore, flash cards are given to students so that they can recognize each word from the subject card, predicate card, and object card. The hope is that learners will indirectly recognize and memorize the words on the cards, both in Indonesian, Madurese, and English.

The interaction between learners and this series of flash cards is done through sentence building games. The team first gave examples to learners about the systematic game before they were asked to compose sentences independently. Then, learners are free to choose one card each from subject cards, predicate cards, and object cards. The assistance is done so that each learner is able to string words from the selected card into sentences in three languages. Furthermore, the sentences that have been arranged will be written on the blackboard so that other students can also learn more about examples of sentence construction.

CONCLUSIONS

The Latsa flash card program can help partners, namely SD Az-Ziyadah Jember, in optimizing the language building trigatra. Through socialization activities, partners can understand and interpret the importance of the language building trigatra. In addition, the application of the Latsa flash card program, which is divided into four series, not only helps students to be able to apply the trigatra of language building, but also can help students in developing language skills, ranging from listening, reading, speaking, to writing.

Latsa flash cards are one of the interactive media that can be used in language learning. The visual approach in Latsa flash cards can help users remember vocabulary and encourage language skills. Therefore, Latsa flash cards can be considered to be used or mass produced as learning media.

ACKNOWLEDGMENT

Thanks to the Ministry of Education, Culture, Research and Technology, Directorate General of Higher Education, Research and Technology through the funding scheme of the Student Creativity Program (PKM) 8 Fields in 2024 sub-project PKM-Community Service with number 2546/E2/DT.01.00/2024, dated April 19, 2024 this assistance can be carried out properly.

REFERENCES

- 1) Adiba et al. 2023. Integration of Education and Language in making Islamic Characters: Study of the Sokola Phenomenon of Kaki Gunung in introducing Local Languages as Introduction to Education. Shibghoh: Proceedings of Education Science UNIDA Gontor vol. 2
- 2) Airlanda, A. and Gamaliel, S. A. 2021. Development of Flashcards to Improve Beginning Writing Skills in First Grade Students of English Subjects in Elementary Schools. Basicedu Journal, 5(6).
- 3) Anto, P., Hilda, H., Taufiq, A. 2019. The Prioritization of Indonesian Language: An Applicative Step. El-Banar: Journal of Education and Teaching, 2(1), 17-24.
- 4) Ardiana, R. 2021. Implementation of Learning Media on Language Intelligence of 5-6 Year Old Children. Murhum: Journal of Early Childhood Education, 2(2).
- 5) Ardiyanti, A., Usman, M., & Bandu, Ii. 2018. Learning French Vocabulary with Flashcard Media (Case Study on French Literature Students). Journal of Cultural Sciences, 6(1).
- 6) Ginting et al. 2024. Socialization of Tri Gatra Language, namely: Prioritize Indonesian, Preserve Regional Languages, Master Foreign Languages in the Telagah Village Community, Sei Bingai District. Adam's Journal: Journal of Community Service, 3(1).
- 7) Hatiningsih, N. 2019. Implementing Flashcards to Improve the Early Reading Skill. Advances in Social Science, Education and Humanities Research (ASSEHR), volume 304.
- 8) Hayes, C., Hardian, H., & Sumekar, T. 2017. The Effect of Brain Training on Intelligence Level in Young Adult Age Group. Diponegoro Medical Journal, 6(2), 402-416.
- 9) Madyawati, L. 2016. Language Development Strategies for Children. Jakarta: Prenadamedia Group.
- 10) Magdalena, et al. 2021. Analysis of the Importance of Language Skills in Iv Grade Students at Sdn Gondrong 2. Journal of Education and Science, 3(2).
- 11) Muhammadiyah et al. 2024. Indonesian Language and Literature (Exploring the Nation's Cultural and Language Wealth). Yogyakarta: Pt. Green Pustaka Indonesia.
- 12) Muhri. 2016. Contemporary Madurese-Indonesian Dictionary. Bangkalan: LBS ebook.

Flash Card Latsa "Lancar Tiga Bahasa" as an Optimization of Language Building Trigatra in Children's Language Development at Az-Ziyadah Elementary School Jember

- 13) Sari, N. 2019. Efforts to Improve Javanese Vocabulary through Flash Card Media for Children in Play Group B at Pertiwi 1 Beran Kindergarten Tridadi Sleman. *Journal of Early Childhood Education* Edition 1, 1(8), 68-73.
- 14) Siedlarska, M. et al. 2019. Rapidly Progressing Brain Atrophy in a Child With Developmental Regression. *Pediatric Neurology*, 94, 80-81.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.