

Whole Language Teaching for Motivational Workshops in Indonesian Elementary Schools

Ferril Irham Muzaki

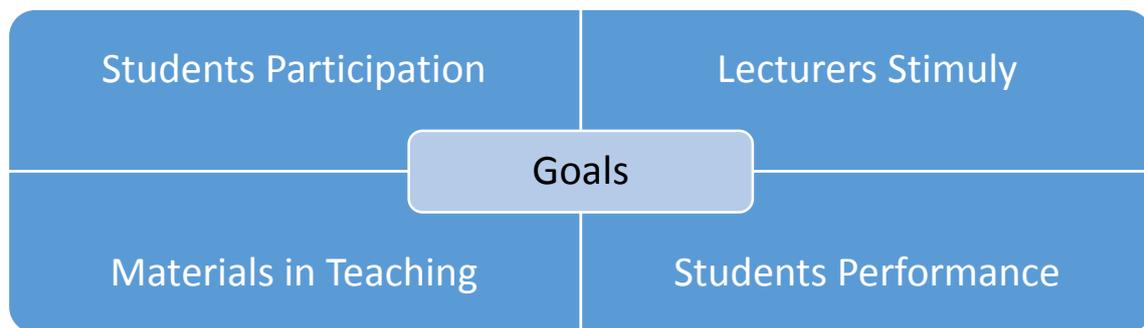
Department of Preschool and Elementary Education,
Faculty of Education,
Universitas Negeri Malang

Abstract: The objectives of this study were (1) to determine the learning environment for learning the entire language in primary schools, (2) to analyze the entire language based on curricula for characters. The method used for this research is ethnographic research. The results show that (1) from an incentive point of view, language teaching as a whole should be based on local values and culture, (2) a young student must adapt his or her first language to international values. The results of this study are (1) there is a need for training to teach students the behavior of characters and (2) as a whole, language learning needs to maintain local culture and behavior.

Keywords: whole language, first language teaching, character education, motivational workshop

1. Introduction

Chao, et al (2017:4) state that adapt to the development of a meaningful epoch on self-reliance and the ability to adapt to the changing times demanding the ability to establish following with the skills to adapt to various data and facts. Which accompanied the pace of the development of the demands to equality and philosophical skills to the meaning of life which is a positive elaboration of the various works of individuals and society. The demands change of various changes of individual and community behaviour and has basic knowledge of data and facts that resemble science and technology of communication and information.



Graph 1: Design of Motivational Effort for Young Learners, (Adopted from Martin& Clerc-Georgy. (2015:260))

Coles, et al. (2015: 38) state that in the teaching and learning process in the classroom, they must be able to develop a learning process where they can write ideas. Meanwhile, this idea provides more perspective so that it is necessary to develop ideas to create motivation. Other stamens written by Brudler, et al. (2016: 398) that in the development of language-stimulating material as a whole, this material occupies an important position in several aspects, such as: teaching materials and other related materials.

2. Method

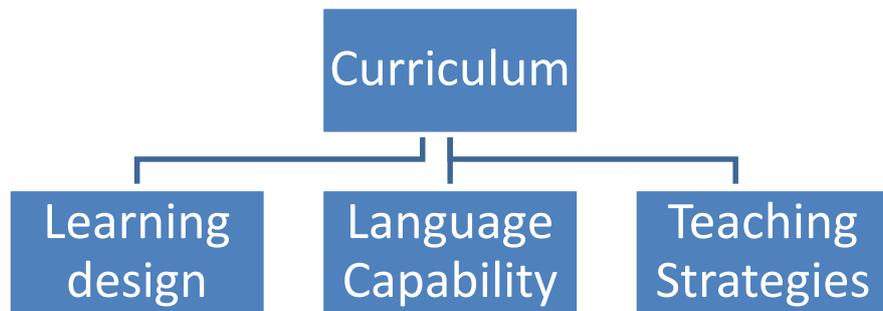
The research method used in this study using ethnography research method by Creswell, et al (2018) which is the result of discussion with experts related to the whole language skills that allows for the inculcation of character education, based on children's activities in elementary schools.

3. Results and Discussion

3.1. Results

3.1.1. Creating Learning Environment for Whole Language Teaching in Elementary Schools in Indonesia

Personal values in children can be taught through literary works, both domestically and externally. Stern, et al. (2017: 3) state that in Indonesia it is not necessarily the same as traditions that exist elsewhere, because literature acts as a tool to teach the custom of speaking and working in one's environment. The vocabulary and grammar used by speakers of Indonesian origin may be appropriate in some situations, but sometimes they may not be appropriate in some situations.

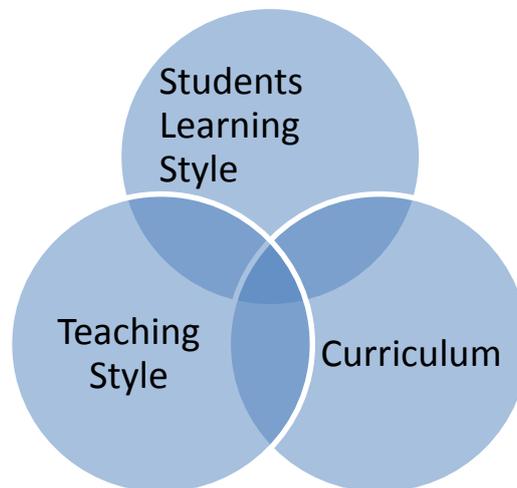


Graph 2: Whole language teaching in first grade of elementary schools' student (Adopted form Alexander (2020))

Lobel, et al. (2017) conducted research on humanistic literature, which produces information in the world derived from information derived from language. In addition to being creative and absorbing information at the same time, the 21st century also offers life challenges, namely the demands of characters to be able to communicate with multiculturalism.

3.1.2. Whole Language based on Character Building

Character building is part of the mindset and behavior to be able to self-control phenomena that occur in the human mind. The process of building a philosophical basic action is a measurable and continuous measure of the development of digital technology and devices.



Graph 3: Language teaching on multiple geographical location (Adopted from Xiaoyang (2020))

Lobel, et al. (2017) stated that constant social skills and abilities were an absolute step for the participant. In this case, sitting, talents and skills become dominant as well as developing the process of trying to complete life. In this case, the ability to interact with oneself is a skill in determining skills and quality control.

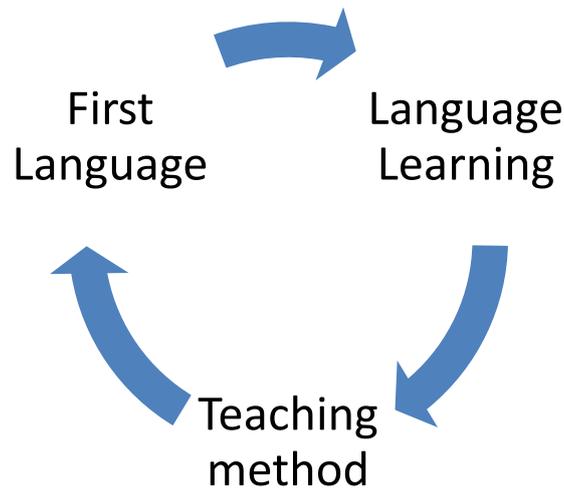
Epstein (2018: 3) states that learning in any language is aimed at improving social skills, even if it is developed to adapt to the environment. To plan and adapt to society requires a philosophical vision, that is, to adapt to the environment in order to live in accordance with various kinds of science in order to suit ideas with contemporary challenges. In this case, the skills of philosophical teaching will prevail and although the ability to create an environment has a better learning process than social skills with a philosophical basis.



3.2. Discussion

3.2.1. Whole Language for First Language Teaching in Elementary Schools

Parker (2017) states that whole languages of primary schools need to be taught the values and norms of a nation. The main goal is for this nation to be able to maintain the values and norms of the generation to generation.

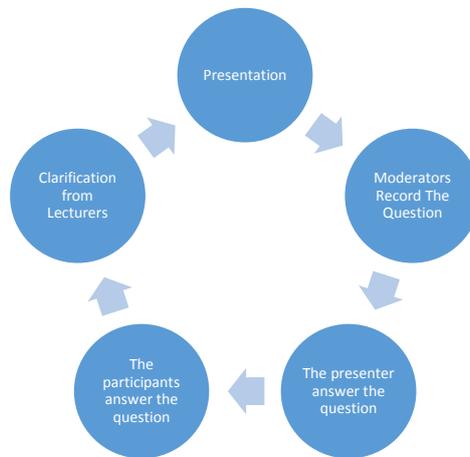


Graph 4: Language teaching on whole language learning models (Adopted form Wang (2020))

The environment around primary schools requires an educational atmosphere, games must be able to educate students to learn to absorb learning in order to respond to the challenges of the 21st century inside and outside in order to adapt to the international community.

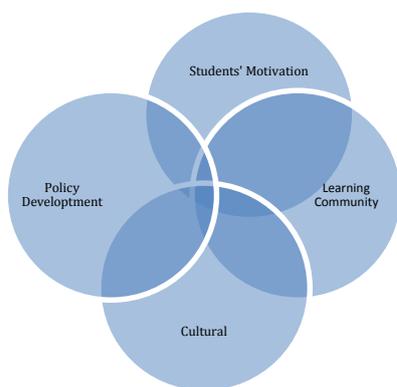
3.2.2. Total Quality Management in Elementary Schools Students

Brudler, et al. (2016: 399), stated that in the interpretation of overall quality management, it had the ability to improve public services. In this idea, it can be concluded that this idea helps staff to take positions, in this case lecturers for students. Interpretation of ideas also plays an important role in developing ideas for the learning process. Coles, et al. (2015: 39) state that written ideas must be changed into a better person by developing writing skills for lecturers and being able to get students to write works in tune with their teachers.



Graph 5: Learning Cycles on whole language learning models (Adopted form Wang (2020))

Coles, et al. (2015: 40) state that there is no connection between ideas that the teacher will change into designing language patterns. The method used is to design the class presentation in a pattern, by activating student participation and student handouts. Furthermore, Coles et al. (2015: 41) that language patterns are important in providing written assignments for society.



Graph 6: Total quality management for motivational workshops (Adopted from (Lobel, et al (2015:41))

Brudler, et al (2016:397) state that the key elements of management in overall quality management do not only apply to project development. In this project, material was printed in four classrooms in Basic Language Skills in Language Skills.

4. Conclusion and Suggestion

4.1. Conclusion

The study of character-building philosophy in the elementary school environment though directed at the process of self-control and self-control over the processes that occur from within the learners. A learner despite being taught to be capable and having a rationale for what happens in the elementary school environment. Designing the whole language learning process, the creative steps even though arranged to fit the sitting matter create a working system that adjusts patterns and patterns of action.

4.2. Suggestions

The environment around the primary school requires an educational atmosphere, games must be able to educate students to learn to absorb learning in response to the challenges of the 21st century. the cultural form inside and out in order to adapt to the international community.

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