Policy Analysis and Implementation of Language Learning In Timor Leste

By

Feliks Tans
Universitas Nusa Cendana Kupang

Karolus K. Medah
Universitas Nusa Cendana Kupang

Karolus B. Jama
Universitas Nusa Cendana Kupang

Diaspora Tualaka
Universitas Nusa Cendana Kupang
Email: diaspora.pps.undana@gmail.com

Jermy Balukh
Universitas Nusa Cendana Kupang

Abstract

This study aims to describe language learning in Timor Leste in terms of the direction and function of language learning (Tetum, Portuguese, English and Indonesian) as a compulsory subject in RDTL, and the implementation of language learning. The type of research used is qualitative research using descriptive analysis methods. Data collection techniques were carried out by interview, observation, and document collection techniques. Codification, Presentation, and Drawing Conclusions or Verification. In this study, researchers used a triangulation technique to check the validity of the findings. The results of this study indicate that: 1) The direction or objectives and functions of language learning in RDTL are broadly in accordance with those in the country's constitution. 2) Implementation of language learning for the curriculum has followed the applicable curriculum. In language learning (Tetum,Portuguese,English, and Indonesia), the language teachers face some obstacles in the implementation of the policy and language learning such as limited number of professional language teacher (Tetum, Portuguese, English and Indonesian) and lack of language learning facilities and infrastructure. Therefore government policies need to be directed to overcome these problems.

Keywords: implementation constrain, language policy, Timor Leste.

Introduction

The progress of a nation is determined by the progress of its education. Language learning is something that is important in advancing the civilization of a nation. Because through language learning there is a process of inheritance of knowledge. Knowledge itself is learned through language. The construction of thinking is manifested through language, both spoken and written language. Kaelan (2002) stated that language does not only act as a means of communication. Language functions in the process of thinking to understand the outside world, both objective and imaginative. This means that language has cognitive and emotive functions.

Language learning is not only about linguistics, but there is a transfer of ideology to students. Language learning is an effort to achieve awareness of thinking. In a word process ideological. In other words, through the word there are ideological symptoms in it. Voloshinov wrote that ideology involves linguistic aspects and ideology also involves the context of language use in human daily life (Takwin, 2009).

Studies on language learning in the Democratic Republic of Timor Leste (RDTL) have attracted the attention of the education world. Because the diversity of languages that this country has is their national identity and has formed a collective consciousness. Language learning is a way or part of forming that collective consciousness. Through language learning the spirit of nationalism emerges and the process of instilling a national ideology. As an independent country that is still managing the life of the nation and state towards the prosperity it aspires to, efforts to shape the characteristics of the nation through improving education, especially language, need special attention.

An overview of the development of language in Timor Leste can explain why the state determines its policies in determining Tetum and Portuguese as official languages and English and Indonesian as working languages. According to some historical records, the linguistic situation on the island of Timor at the time of the arrival of Europeans, consisted of 3 layers, the first being the diversity of local languages, and the use of the Tetum language as a regional language of communication, between communities in central and eastern Timor under the Wehali empire. . (Hull, 20004). Portuguese left two major changes to the realm of the language environment, namely Portuguese itself and the further promotion of Tetun as a regional language. Although not widely spoken by Timorese, Portuguese has had a lasting influence on the vocabulary of the Tetun variety spoken in Dili, as has Mambae. (Another variety of Tetun spoken in East Timor, found in the south-central and southwest parts of the country, is more conservative. The variety of Tetun spoken in West Timor is heavily influenced by Malay-Indonesian.) Portuguese is believed to have had little influence over overall picture of the language for two reasons: the multilingual tradition among East Timorese and the fact that the Portuguese did little, until the last decades of their colonial rule, to promote the language. On the other hand, Indonesia actively promotes the Indonesian language while destroying the Portuguese language.

According to the records of The Asian Foundation (2001: page 69) it shows that 96% of people in RDTL who are under 25 years old speak Tetum, this can be said to be 77% of those who are over 50 years old. 83% of those under 25 can speak Indonesian, compared to only 27% of those over 50. Twenty-seven per cent of East Timorese between the ages of 35 and 50 can speak Portuguese, compared to only 11% of those under 25. This data shows that the influence of the Portuguese and Indonesian occupations greatly affected the language skills of the people in this country. Meanwhile, the English proficiency of the people in RDTL is currently at 1%, namely those who have returned to RDTL from various English-speaking countries.

Based on the background of the long history of Portuguese occupation for five centuries and 26 years of Indonesian occupation in RDTL, it is certainly very interesting to trace how the local and colonial languages have lived and developed in this country. How is the direction of language learning policies taken by the government to ensure the survival of these languages which is reflected in the implementation of its policies?

According to Habullah (2015: 102), there are several instruments that determine the successful implementation of learning policies, namely 1) law, law becomes an influential

instrument in the successful implementation of policies. Because in law there is an element of coercion from the ruling party. Those in power have the legitimacy to be able to implement a policy that can force every member or member of the school community to obey it. As a policy instrument, law is useful for regulating the position of citizens/schools and law is a tool for regulating the lives of citizens/schools. 2) Service, in implementing policies, the bureaucracy or the government can do this by providing educational facilities or services, 3) Funds, the availability of funds is an important instrument that determines the success of policy implementation. With sufficient financial resources, the policy will run well both at the macro and micro stages. 4) Situation, If all of the above instruments fail to be used by the government, then the government can use moral convictions to influence society. Because of the position of the government and other political institutions, as long as they still have community legitimacy, they have an advantageous position to foster confidence in influencing society, because they have access to speak on behalf of the public interest. These four instruments will be used to measure the success rate of language learning policy implementation in RDTL.

Theoretical Basis

Learning Implementation

Implementation can be interpreted as the implementation or application. Implementation of learning is a crucial stage in the learning process. A learning program must be implemented in order to have the desired impact or goal (Subardono, 2008:87). Implementation can also be interpreted as a process of implementing ideas, concepts, policies or innovations in a practical action so that it has an impact, either in the form of changes in knowledge, skills or attitude values.

While learning is a series of activities that involve information and the environment that are arranged in a planned manner to facilitate students in learning. Learning can be seen as a process directed through various experiences. So, a person is considered to have learned if he can show his behavior.

From the above understanding, it can be concluded that the implementation of learning is a process of implementing or implementing ideas, concepts, policies and innovations in a learning activity so that students can master the learning material seen through various experiences and changes in knowledge, skills and attitude values.

Language Learning

In accordance with its position as the official state language, the function of language subjects (Tetum,Portuguese,English, and Indonesia) is as (1) a means of fostering a sense of pride in the language (Tetum,Portuguese,English, and Indonesia), (2) a means of increasing knowledge and skills in the context of preserving and developing culture (Tetum,Portuguese,English, and Indonesia), (3) means of increasing knowledge and skills to acquire and develop science, technology and art, (4) means of disseminating the use of language (Tetum,Portuguese,English, and Indonesia) which are good and correct for various purposes and concerning various problems, (5) a means of understanding culture (Tetum,Portuguese,English, and Indonesia) through literature (Tetum,Portuguese,English, and Indonesia).

Language learning (Tetum,Portuguese,English, and Indonesia) in schools aims for students to have the ability to (1) communicate effectively and efficiently in accordance with good and correct ethics and grammar, (2) respect and use language (Portuguese, Tetun , English and Indonesian) as a means of communication, symbols of pride and regional identity, (3) using

language (Tetum,Portuguese,English, and Indonesia) to improve intellectual abilities, emotional and social maturity, (4) utilizing and enjoying literary and cultural works (Tetum,Portuguese,English, and Indonesia) to refine manners and increase knowledge; and (5) appreciate language and literature (Tetum,Portuguese,English, and Indonesia) as human cultural and intellectual treasures.

In construction with the learning model that has been used so far, namely in the form of lectures which is very boring for students, non-lecture learning models will certainly be interesting. In this regard, language learning models (Tetum,Portuguese,English, and Indonesia) will be very interesting based on a communicative approach, in which learning is characterized by (1) semi-game to increase students' intrinsic motivation, (2) dominated by forms of practice to activate students, (3) put the student at the center. This learning model is acronymized with basjam, which is a fun language (Tetum,Portuguese,English, and Indonesia). The basjam strategy is summarized in four models, namely (1) word play, (2) role play, (3) language quizzes, and (4) script processing (Tetum,Portuguese,English, and Indonesia).

Implementation of learning is the implementation of the lesson plans. Language learning (Tetum,Portuguese,English, and Indonesia) is more directed at learning language structure (grammatical language). Language learning (Tetum,Portuguese,English, and Indonesia) is packaged in an attractive way with the support of IT-based equipment (laptops, projectors, learning CDs) and other more enjoyable media. Learning materials are selected and developed in such a way that they contain manners that characterize local wisdom. Language learning (Tetum,Portuguese,English, and Indonesia) has four integrated aspects, namely: (1) listening, (2) speaking, (3) reading, and (4) writing.

Assessment of language skills must pay attention to the nature and function of language which places more emphasis on how to use language properly and correctly so that it leads to a performance-based assessment of language skills. This assessment emphasizes the function of language as a communication tool that prioritizes interactive tasks in the four aspects of language skills, namely listening, speaking, reading, and writing. Therefore, the assessment of language skills is authentic and pragmatic. Besides that, real communication always involves more than one language skill, so you have to pay attention to the integration between these language skills. The assessment of the literary aspect includes an assessment of the competence of listening, speaking, reading and writing literature.

Assessment techniques, instruments and scoring that can be used by educators in language subjects (Tetum,Portuguese,English, and Indonesia) based on a predetermined curriculum are: a). Assessment on the knowledge aspect, namely through written tests, in the education unit curriculum, this type of assessment or test is used to measure competency achievement in knowledge or cognitive aspects.

Research Methods

The type of research used is qualitative research using descriptive analysis methods. the research was conducted in the city of Dili-Timor Leste. The data sources used are primary data sources, namely: texts on language learning policies and language learning curricula in Timor Leste and policy makers and education practitioners from the elementary school level to the tertiary level and secondary data sources. Data collection techniques were carried out by interview, observation, and document collection techniques. Codification, Presentation, and Drawing Conclusions or Verification. There are several techniques used in checking the validity of the findings, in this study the researchers used a triangulation technique.

Research Results and Discussion

Document review data shows that the RDTL government has implemented the education policy regulated in the RDTL state constitution (article 13 concerning the official language of the country) and the 2002 Language Learning Curriculum. higher education number 12 dated 29 October 2008. Currently, a curriculum revision has been carried out on 12 January 2022 which will be used as the national standard curriculum for Timor Leste. (National Padraum curriculum).

The observation results show that the language learning environment in several educational units in the RDTL country is in accordance with what is stated in the government policy regarding the use of the official state languages, namely Tetun and Portuguese. The use of English and Indonesian is at the level of importance and purpose of using these languages. The use of the local language in primary and secondary education units as the language of instruction. In the language learning process there is an educational guide in the form of a minimum standard curriculum that includes integrative learning methods. In addition, it was found that there was a lack of language learning facilities which also influenced the level of success of learning. So that the teacher uses an integrative method to convey the learning material.

The results of the interviews show that the process of formulating education policies is carried out by the government based on the historical background of Timor Leste without the involvement of academics. This is in line with the statement of education practitioners that the involvement of academics is very minimal/low in formulating language education policies in RDTL. In addition, it was also found that based on the do Aluno curriculum (language education curriculum) in language learning practices taught in formal education units, only 2 hours of lessons were allocated for each language lesson (Tetun, Portuguese, English and Indonesian). Other findings are that the success rate of implementing learning cannot be measured, the lack of capacity of teaching staff with good language skills, the different levels of understanding of language learners towards the official language of the country, and learning methods that have not answered students' language learning difficulties.

Purpose and function of language learning (Tetum, Portuguese, English and Indonesian)

In the RDTL state Constitution (article 13 concerning the official language of the state) and the 2002 Language Learning Curriculum, the objectives of language learning in this country have been explained. This language status has made the learning objectives and functions of language learning, namely Tetun and Portuguese taught as the official state languages and English and Indonesian as working languages.

Based on the language learning objectives (Tetum,Portuguese,English, and Indonesia) above, the researcher found that in the field the implementation of the RDTL language learning objectives (Tetum,Portuguese,English, and Indonesia) had not been implemented optimally. When associated with language learning objectives (Tetum,Portuguese,English, and Indonesia), namely

The function of teaching languages (Tetum,Portuguese,English, and Indonesia) is expected to lead to three main functions, namely: (1) a means of communication, (2) educative, and (3) cultural. The function of the communication tool is expected so that students can use the language (Tetum,Portuguese,English, and Indonesia) properly and correctly for good and correct communication tools in the family and society. The educational function is expected so that students can acquire regional cultural values for the purposes of forming national personality and identity.

The cultural function is expected as an effort to build identity and instill filters in selecting outside cultural influences (Mulyana, 2008:36). In the first function, language is a communication tool in which students are expected to be able to speak (Tetum,Portuguese,English, and Indonesia) properly and correctly, contain local wisdom values respect or courtesy as it is known that in languages (Tetum,Portuguese,English, and Indonesia) applies utterances that contain values of respect or politeness among the speakers, namely to the person who is speaking, the person being spoken to, and the person being talked about. In primary and secondary education units, they are taught to speak respectfully or politely to older people by inviting them to stay in touch with the community around the school by using language (Tetum,Portuguese,English, and Indonesia) that is in accordance with the value of respect or courtesy.

The second function, language as educative is expected so that students can acquire regional cultural values to shape the personality and identity of the nation, namely through the use of speech in languages (Tetum,Portuguese,English, and Indonesia). Besides that, the educational function can also be through literary works, namely through regional literature in the Tetun language. Because regional literature itself contains ethical, aesthetic, and logical values that can be instilled in students. In addition, expressions in the Tetun language are also local values in the world of education.

The third function, namely, the cultural function is expected to explore and re-instill regional cultural values as an effort to build identity and instill filters to select outside cultures. If the function of the communication tool and the educational function are functioning and implemented properly, then the cultural function will be easily implemented, because the cultural function is the realization or result of these two functions. The establishment of a strong cultural identity when the functions of communication tools and educative functions are properly embedded, thereby preventing and filtering outside cultural influences (Mulyana, 2008:36)

Implementation of language learning in RDTL
Planning, preparation, implementation and evaluation of language learning (Tetum,Portuguese,English, and Indonesia) are carried out according to their respective stages. In planning, the first step that needs to be done is to determine the KKM which is prepared at the beginning of the school year. After the KKM has been determined, the next step is to develop the syllabus. Departing from the syllabus and preparing learning preparations in the form of lesson plans for language subjects (Tatum, Portuguese, English, and Indonesia).

Language learning (Tetum, Portuguese, English, and Indonesia) at RDTL is carried out two hours of meetings in one week, in accordance with RDTL government regulations regarding language subjects (Tetum,Portuguese,English, and Indonesia) as compulsory language learning at school. The teachers for language subjects (Tetum,Portuguese,English, and Indonesia) consist of language teachers from RDTL educators and also teachers who are brought in from abroad considering the lack of language teaching staff in RDTL.

Learning activities are educational processes that provide opportunities for students to develop their potential so that their abilities can be honed and improved. Improve in terms of attitudes, skills and knowledge. With these attitudes, knowledge and skills, students are able to prepare provisions for themselves to live in society and live a prosperous life.

Learning here does not only cover the process, but planning, core activities and learning evaluation. The task of a teacher is required to be more creative and plan learning so that the

learning process is not boring and the material to be achieved reaches students. With this RDTL Government Regulation, it is hoped that students will be able to get to know languages (Tetum,Portuguese,English, and Indonesia) which are already becoming extinct through learning activities at school and it is hoped that students will be more enthusiastic in language learning activities (Tetum,Portuguese,English, and Indonesia). . As for the implementation of language learning (Tetum,Portuguese,English, and Indonesia) in Timor Leste, researchers can describe it as follows:

Preparation / Planning for Language Learning in RDTL.

Learning activities certainly require planning / preparation to achieve predetermined learning objectives. The first stage in learning is planning. Planning / preparation in the learning process is carried out by the teacher. As for the preparation / planning that needs to be done by the teacher, according to the theory written by the researcher in the theoretical study that planning the learning process includes syllabus and learning implementation planning (RPP) which contains subject identity, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

Based on information from language teachers (Portuguese, Tetun, English and Indonesian) for the preparation of the syllabus in the Learning Unit curriculum (KTSP) the school does not prepare its own syllabus, but the syllabus has been developed at the national level. Here the teacher just has to develop it in the form of a lesson plan and apply it in learning activities in class.

In the syllabus there are basic competencies, core competencies, and indicators to be achieved. For the preparation of the lesson plan (RPP) itself, he explained that because of the limited in-depth knowledge of the curriculum, teachers drafted it when it was needed. The RPP itself is compiled independently and the use of the RPP is not just one lesson, but can be used two to three times in accordance with the material to be delivered. Judging from the lesson plans prepared by the teacher, they have utilized learning resources such as language handbooks (Portuguese, Tetun, English and Indonesian), other supporting books.

Implementation of Language Learning in RDTL

The second stage in the learning process is the implementation of learning which includes preliminary activities, core activities, and closing activities. Implementation of learning is the implementation of the lesson plans.

In the implementation of language learning (Portuguese, Tetun, English and Indonesian) there are four integrated aspects, namely: (1) listening, (2) speaking, (3) reading, and (4) writing. The implementation of the four aspects of language learning (Portuguese, Tetun, English and Indonesian) in RDTL can be identified based on the results of interviews with language teachers (Portuguese, Tetun, English and Indonesian) and observations in several educational units in RDTL as follows: (1) aspects listening, in this aspect the teacher reads directly the readings or stories in the textbooks, (2) speaking aspect, in this aspect during language learning (Portuguese, Tetun, English and Indonesian) takes place, students and teachers are required to speak in the language (Portuguese, Tetun, English and Indonesian) if students have difficulty speaking the language (Portuguese, Tetun, English and Indonesian) then they may ask friends or the vocabulary teacher which they do not understand, (3) reading aspect, in this reading aspect students are asked working groups to discuss then one of the representatives from each group was asked to come forward and read the results of the

discussion they had conducted an, and (4) writing aspects, in this aspect students are taught to write characters (Portuguese, Tetun, English and Indonesian).

Language Learning Assessment

Assessment in language learning (Portuguese, Tetun, English and Indonesian) refers to curriculum assessment, which must cover the aspects of knowledge, skills and attitudes as a whole, in accordance with existing Core Competencies. Assessment techniques on the knowledge aspect usually use a written test. Assessment techniques on the aspect of skills. The assessment that has been carried out so far is still in the cognitive or knowledge aspect only, namely through a written test.

Obstacles faced in implementing language learning in RDTL

The implementation of learning in RDTL experienced several obstacles. Some of the obstacles found in the implementation of language learning in RDTL were that there was a national curriculum but its implementation was not in accordance with local conditions. This is related to what has been outlined in laws and government regulations that must be implemented, but conditions in the field need adjustments. What is required is the creativity of language teachers at each level of education. It is undeniable that much of the difficulty in the language learning process at the application level is determined by the minimal involvement of academics, experts and language teachers in formulating language learning policies in RDTL. In addition, the duration of language learning is relatively short. Whereas language learning is learning skills that require time and innovative and creative learning techniques.

Another thing that is a gab in the implementation of learning policies is the lack of monitoring of the language learning process and learning outcomes that cannot be measured because they are in the process of learning applications that have been determined by the central government. The shortage of teaching staff who are skilled in Portuguese, Tetun, English and Indonesian as well as infrastructure supporting language teaching and learning processes such as language laboratories and language learning technology facilities contribute to obstacles in the implementation of language learning in RDTL.

The limited funds allocated for the education sector need to be a concern of the government as a determinant of the direction of political education policy in RDTL. Obstacles faced by language teachers in the form of support for learning facilities and increasing the capacity of teaching human resources have become serious issues to be considered. This is related to the leader's policy and the direction of his policy.

Conclusion

The conclusions from the discussion are as follows: The direction or objectives and functions of language learning (Portuguese, Tetun, English and Indonesian) in RDTL in general have adapted to those in the RDTL Government Regulations. In learning languages (Portuguese, Tetun, English and Indonesian) to communicate effectively and efficiently in accordance with good and correct ethics and grammar, this goal has not been fully achieved. Meanwhile, the function of language learning (Portuguese, Tetun, English and Indonesian) in RDTL actually reaches students through the learning process in the classroom and through the environment around students. In addition, the implementation of language learning (Portuguese, Tetun, English and Indonesian) in RDTL is not yet fully operational due to many obstacles, but the school is always trying to teach languages (Portuguese, Tetun, English and Indonesian) to students as obedience to authority. Government.

Based on the findings and discussion, it can be suggested that the makers of educational policy direction in RDTL make improvements to the policy direction by taking into account the priority education budget for capacity building of language teachers by taking into account the background of the multilingual community in RDTL.

Bibliography

Abdul Rachman Patji, Bahasa, Kebudayaan, dan Pandangan Tentang Kebahasaan Masyarakat Penutur Bahasa Kafoa Di Alor, NTT, Jakarta: LIPI Press, 2014.

Edi setiyanto, Model pembelajaran dan pelestarian bahasa daerah, http://badanbahasa.kemdikbud.go.id/lamanbahasa/content/model-pembelajaran-dan-pelestarian-bahasa-daerah di akses hari senin, 04 November 2021, pukul 11 : 00.

Gordon,Raymond G. Jr. (ed.). 2005. Ethnologue,: Languages of the World,Fifteenth edition. Dallas,Tex.:SIL International. Online ersion:http://www.ethnologue.com/.

Herman Yosep Sunu Endrayanto dan Yustiana Wahyu Harumurti, (2014) Penilaian Belajar Siswa di Sekolah, Yogyakarta: Kanisius.

Hasbullah H.M. 2015, Kebijakan Pendidikan (Dalam Perspektif Teori, Aplikasi, dan Kondisi Objektif Pendidikan di Indonesia).Jakarta: Rajawali Pers.

http://badanbahasa.kemdikbud.go.id/lamanbahasa/content/model-pembelajaran-dan-pelestarian-bahasa-daerah

Kaelan. 2002. Filsafat Bahasa: Realitas Bahasa, Logika Bahasa Hermeneutika dan Postmodernisme. Paradigma: Yogyakarta.

Mulyana. 2008, Pembelajaran Bahasa Dan Sastra Daerah Dalam Kerangka Budaya, Yogyakarta: Tiara Wacana.

Subarsono, 2008. Analisis Kebijakan Publik Konsep, Teori dan Aplikasi, Yogyakarta: Pustaka Pelajar.

Takwin, Bagus. 2009. Akar-Akar Ideologi: Pengantar Kajian Konsep Ideologi dari Plati hingga Bourdieu. Jalasutra: Yogyakarta.

Yamin, Martinis. 2012. Desai Baru Pembelajaran Konstruktivistik.Ciputat:Jakarta.