

Universal Normative Value-Based Language Learning Approach in Elementary School

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Abstract:

In developing individual and community identity, the development of language and literary skills is a key factor for developing ideas with universal moral values. To develop these values, it is individuals who have language skills even though they study the language from a scientific and study point of view which provides opportunities to transform their capacities and capabilities. To develop the values of character education, an individual even develops ideas about the views behind the language learning process, which in the end is strengthening character education in elementary schools.

Keywords: Self development, language analysis, scientific studies, insight into character education

Introduction

The development of language learning is closely related to the individual development of a student. Cappelen & Dever (2021) state that the process of developing language skills of an individual even though learning to interpret in developing values characteristic of self and others. To develop character values, the language learning process is directly linked to the development of cultural values that reflect the thought processes of the individual and the community itself.

Approaches to improve language skills are an integral part of life skills. To develop language skills, an individual has the ability and skills to develop grammar. To develop this, it is necessary to increase capacity which is an inseparable part of the language ability system itself (Baglama et al., 2018).

Language skills and abilities are closely related to the development of skills which include language proficiency itself. The ability to develop language characteristics includes various factors, namely individual factors and environmental factors (Cappelen & Dever, 2021). To develop the characteristics of knowledge and technology, the development of language concepts needs to be developed in order to adapt to the background of the developing situation.

The aspects that are used to teach the values of character education are opportunities to develop the values of independence and one's skills to develop the nuances used to teach the values of character education. Increasing the ability and skills of an individual in knowledge has given a greater portion in the development of language

skills. Efforts to develop this ability are a reflection of increasing self-capacity and capability in terms of increasing an individual's ability to be more sensitive and trained in developing language skills (Tolukun, 2019).

Developmental issues of language learning in elementary schools

Language learning in elementary schools is also colored with issues related to the language learning process. The connection with these scientific issues is part of the process of developing science and technology which is followed by the development of social trends that occur in language learning classes. The following are the current issues related to language development in elementary schools (Tuyet, 2017).

- The view of humanistic learning theory on children's literature-based learning in elementary schools
- The application of cybernetic-based learning to children's literature learning in elementary schools
- Constructivist learning theory on children's literature learning in elementary school
- Application of stimulus and response learning theory in children's literature learning in elementary schools
- Internet for children's language and literature learning in elementary school
- Popular music thinking for children's literature learning in elementary school

- Artificial intelligence theory education in children's literature in elementary school
- Application of Digital Native Vs Digital Immigrant learning theory in Elementary School
- The application of theater to the politeness of elementary school age children

To develop these abilities, skills are needed to develop individual characteristics that allow an expert to be able to carry out the language learning process more optimally and systematically. To develop language skills, an individual even understands the steps that are the benchmark for the definition of language ability itself. In this case, it can be understood that the language learning process requires defining the language skills process (Lowie et al., 2017).

The main characters in the language as a system

In learning a language, the systems developed are closely related to the development of the current language learning process. To develop the characteristics of language learning, the learning system has an important role in developing the characteristics of language learning. The characters are described below (Hale et al., 2017).

- Classes are taught in Mother Language
- Most vocabulary is taught in separate word lists
- Explain in detail the complexities of grammar

- Reading difficult classical texts starts at an early age
- Texts used as exercises in grammatical analysis
- Periodic practice in sentence translation
- Little or no attention to pronunciation

In this case, the ability and skill to improve oneself is the key to developing the capacity and capability of oneself and individuals. To develop this, it is necessary to understand that language is a symbol for communication that gives birth to characteristics in the learning process (Lowie et al., 2017).

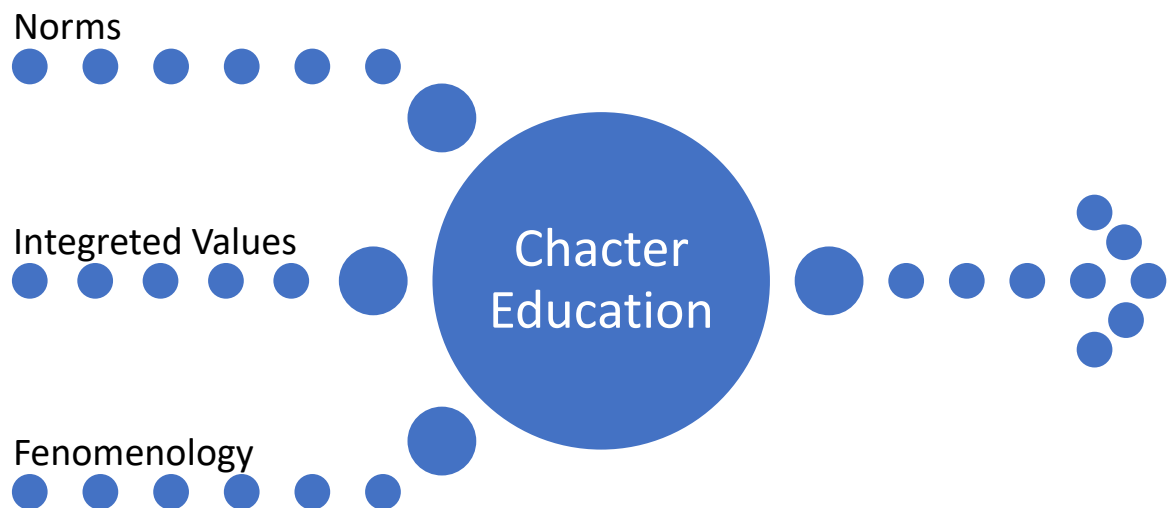


Chart 1: Language creativity in elementary school age students

In this case, language skills are a reflection of individual creative steps, in understanding the concept of the system in the language itself.

Language is a set of arbitrary symbols

The concept of language learning which is more arbitrary, is more emphasized on the concept of interpreting each individual itself. Language is a symbol that has an active role

in developing the characteristics of each individual. To develop language characteristics, it is necessary to develop a set of symbols that reflect the abilities and skills of the individual himself. In this case, the ability to interpret symbols is reflected in the level of language ability and skill itself (Harris, 2021.).

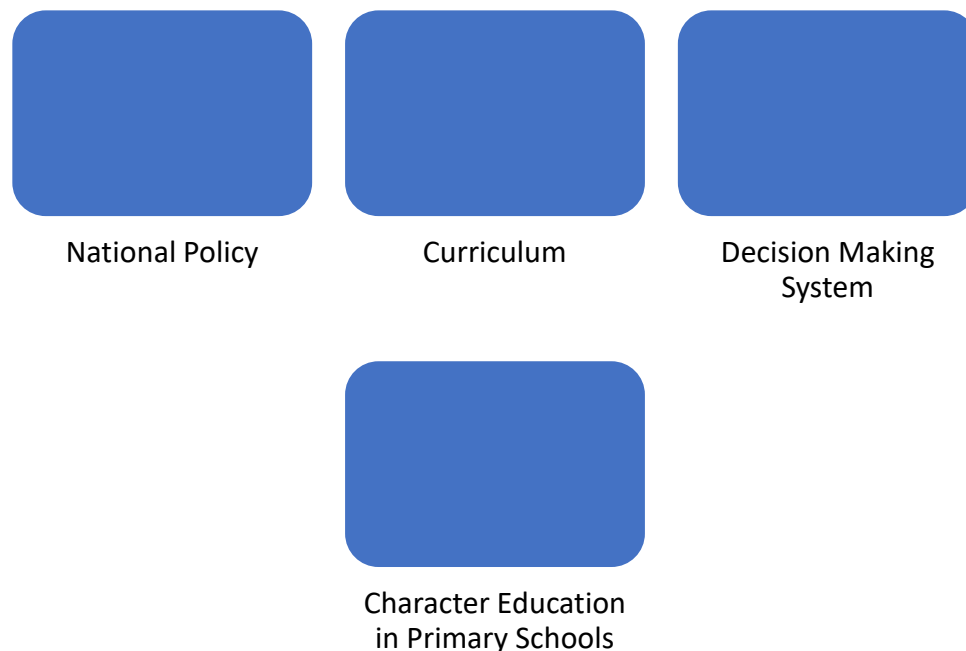


Chart 2: Domains or domains in the language learning process in elementary schools

In the language learning process, it is necessary to develop several domains that provide a comprehensive language learning process. To develop language creativity, domains that provide opportunities to develop language creativity are needed (Cappelen & Dever, 2021).

- Learning is mastering or "acquiring"
- Learning is remembering information or skills
- Remembering involves the storage system, memory and various other mental activities
- Learning involves "mental screen" activities
- Learning is relatively permanent, but sometimes subject to forgetting

- Learning involves various forms of exercise, perhaps training supported by rewards or punishments.
- Learning is a change in behavior.

Tuyet (2017) explains that the development of character education nuances, an individual's language skills hold the main portion for the development of skills and abilities in terms of the elaboration of ideas and discourses. To develop these ideas, each individual, although developing language characteristics, is followed by the abilities and skills of the individual in promoting strengthening the character of the language itself (Kalmykova et al., 2020).

Conversion of meaning in Bahasa

In promoting the strengthening of character education in elementary schools, a student even learns the accompanying elements in the learning process. These elements are closely related to individual steps to develop

characteristics and identity. In this case, knowledge of the elements of language is a reflection of the skills of each individual to

develop the characteristics of language skills.

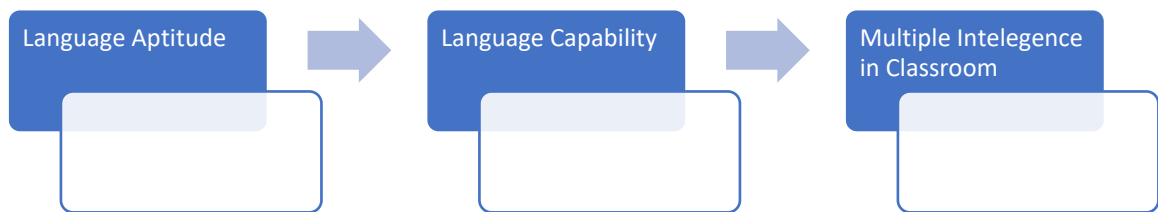


Chart 3: The relationship between children's literary skills and character education.

The elements developed in language learning include the cognitive domain and the development of individual skills in improving skills and language proficiency in accordance with the global development flow (Tuyet, 2017). Language learning is closely related to schools of thought. To

develop the learning process, it is necessary to have a complete understanding of the schools of thought that affect the process of developing language skills. The following table will explain the development of language learning over time (Tuyet, 2017).

The schools of thought in language acquisition will be explained in table 1:

Timeframe	School of Thought	Thought Theme
Early 1900's	Structural linguistics and behavioral psychology	Observable performance scientific method Surface structure Conditioning Rewards and punishments
1960s	generative linguistics Cognitive Psychology	Universal grammar, competence, deep structure
1980s	Constructivism	Interactive discourse Sociocultural variables Cooperative learning

To develop these characteristics, it is necessary to develop skills and abilities in terms of developing the nuances of sustainable and comprehensive character education. Improving abilities and individual skills to prioritize the human aspect is needed in the process of developing language and literary skills (Baglama et al., 2018).

Multiple Intelligences in Language and Literature Learning in Elementary Schools

The view regarding multiple intelligences is an inseparable part of the language and literature learning process in elementary schools. In multiple intelligence-based learning, a student, who is an integral part of the learning process in elementary schools. A student who provides opportunities for individuals to transform the idea of multiple intelligences in everyday life (Baglama et al., 2018).

Areas of Learning Multiple Intelligence-Based Languages in Elementary Schools

In the process of developing language skills, there are areas that become the domain of research. To develop the language learning process, performance in

the language process is needed. The following describes the areas in the multiple intelligence-based language learning process in elementary schools (Tolukun & Tolukun, 2019).

- An explicit and formal description of the language system at several possible levels
- Symbolic relationships in language and literary skills
- phonetics,
- Semantics
- communication system; interaction
- Ability in dialogue
- Human language and non-human communication
- General features of language acquisition
- Characteristics of learning language and literature in elementary school

The transformation from multiple intelligences to strengthening character education is reflected in individual creative and transformative steps to improve self and community abilities and skills in order to improve abilities and skills to enter the 21st century (Thresje Tolukun & Tolukun, 2019).

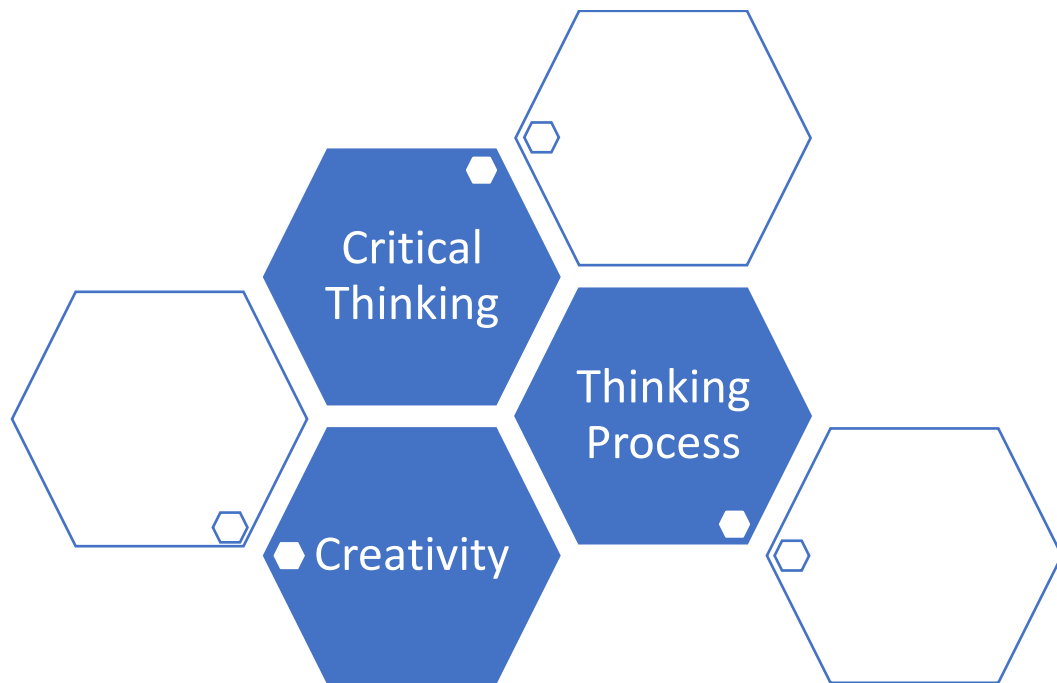


Chart 4: Moral values in language and literature learning in elementary school

For this reason, it is necessary to develop increased abilities and skills to enter the era when multiple intelligences are needed in order to increase intelligence in a measurable manner. Thus, language skills have a role in developing language intelligence based on multiple intelligences (Harris & Unnsteinsson, 2018). Thus, the process of language learning in elementary schools, despite prioritizing multiple intelligences in order to develop the capacity of language learners.

Behavioristic Approach in First Language Learning

The behaviorism approach is closely related to the development of culture in the process of developing language and literature learning in the elementary school environment (Harris & Unnsteinsson, 2018).

To develop cultural characteristics, a person must develop characteristics that reflect language behavior that emphasizes adequate scientific principles. To develop that process, it is necessary to perform performance in the language development process that puts forward the aspects of character education development (Tuyet, 2017).

In this case, the development of individual characteristics is an integral part of the process of developing nuances of strengthening the character of each party that reflects the study of the individual independently and measurably (Kalmykova et al., 2020). For this reason, it is necessary to study the concepts of language learning that puts forward the analysis of behavior and the development of culture itself.

Language Learning Behavior

To develop this, the process of developing values, although developed and associated with the nuances of strengthening continuous character education in the process of learning language and literature in elementary schools (Cappelen & Dever, 2021). This development process is developed in the form of behaviorist conditioning that emphasizes cultural values, namely:

- Reflexes and conditioned reflexes
- Operant behavior
- Establish and maintain operant behavior
- Operant discrimination
- Controlling environment
- Emotions, Aversion, Avoidance and Anxiety

The development of character education values is closely related to the stimulus and response to related situations (Kharchenko, 2017). In this case, the development of spiritual values is a reflection of the learning process and the development of behavior that provides an opportunity to carry out the transformation of culture-based values as a whole.

Another thing that is being developed is the increase in knowledge which is part of the values of continuous and comprehensive character education. To develop spiritual values, it is necessary to perform character education processes that prioritize the development of national identity and adequate spiritual values (Harris, 2021).

In the process of developing these values, it is understood that the development of ideas and insights to strengthen character education is adequate in terms of strengthening spiritual values. The process of self-control is closely related to the steps in the learning process.

- Stimulus and Response
- Functions and aspects
- Self-control
- Thinking Skills
- Personal Events in Natural Knowledge
- Social, Personal and Group Behavior

In the learning process, individual self-control is an inseparable part of the search for the identity of each business actor which leads to an increase in the spiritual and emotional values of each individual (Najeh, 2020).

For this reason, it is necessary to develop values that reflect the process of developing character education in an elementary school environment based on information and communication technology (Lowie et al., 2017).

The process of designing character education values for elementary school students

The development of spiritual values is an integral part of strengthening character education. This is a mirror for each individual to carry out self-transformation and behave in accordance with spiritual values.

To develop character education insights, it is necessary to perform the process of strengthening character education which is

an inseparable part of character education itself (Hale et al., 2017).

- Human Behavior Control
- Rewards and Punishments
- Control agency concept
- The role of education for cultural teaching
- Designing behavior culture
- Cultural engineering and social influence

The process of developing character education values is closely related to the development of values and national insight. In this case, the development of character education values reflects national insight which is closely related to cultural improvement, which reflects the quality of language learner behavior itself (Kharchenko, 2017).

Other Opinions Behaviorist View Based on Nativist Approach View in Language Learning Process

Behaviorist conditioning-based learning has been criticized by nativistic learning (Lowie et al., 2017). The concept of nativistic-based language learning has the following views:

- The ability to distinguish speech sounds from other sounds in the environment
- Ability to organize linguistic data that allows knowledge
- Ability to identify linguistic systems in everyday life
- Ability to continuously evaluate evolving linguistic systems to build the simplest possible system.

In this case, the development of values and ideas becomes the starting point for the development of ideas that reflect the values of character education that emphasizes individual independence related to the development of ideas and culture as a whole (Ayudhya, 2020).

Conclusion

The process of learning language and literature in elementary schools needs to prioritize the spirit of developing values that reflect individual and community ideas. Universal values need to be taught in the language learning community followed by a process of studying spiritual values and national insight. To put forward this process, a student should prioritize the principle of diversity in the learning process in their respective schools. The understanding of the nativistic approach focuses on the exploration of linguistic structures that are not visible or observable and hidden. Ability to design a number of universal grammar tools. In addition, a systematic description of simultaneous linguistic abilities is based on cultural insight.

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