


THE CULTURAL VALUES OF TENGKO SITURU' IN ENGLISH LANGUAGE TEACHING AT SMK NEGERI 1 TORAJA UTARA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 19, 2022 Revised: January 21, 2022 Accepted: February 11, 2023 Published: March 15, 2023</p> <p>Keywords: Cultural Value English Language Teaching Togetherness</p>	<p>The purpose of this study was to determine the cultural value of tengko situru' (togetherness) in learning English. It is described in previous research that there is a close relationship between character education, values and culture, where value education cannot be separated from character education as well as culture which is one aspect formation of character education. This research uses descriptive qualitative method. The subjects in this study were four English teachers at SMK Negeri 1 Toraja Utara. The results of the research show that in the process of learning English the teachers introduce and apply the cultural values of tengko situru' in learning English. This can be seen from the interaction of students during the learning process.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

Education is a process to improve, increase, and change one's knowledge, skills, attitudes, and behavior. Education is believed to have durability and a strong impact to influence and change people in a better direction because education is a conscious and planned effort to develop the potential that everyone has. According to Ki Hajar Dewantara, education is the ideal of promoting character, and the spirit of the body to improve life in harmony with nature and society (Supranoto, 2015). In the National Education System Law no. 20 of 2003, Article 1 point (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop the potential for their religious-spiritual strength, self-control, personality, intelligence, noble character and skills that need him, society, nation, and state.

In the learning process, value education cannot be separated from character education. According to (Lickona in Majid & Andayani 2010) character education is education that shapes the personality of character development whose results are seen in concrete actions, namely courtesy, honesty, responsibility, respect for others, and hard work (Agustini et al., n.d.). Value is something that is considered right and good while character is a form of value through a person's attitude and behavior as well as cultural values in terms of character

formation cultural values are one aspect of character formation. Therefore, there is no field that cannot be integrated with cultural values, including in the process of learning English.

According to (Rafael Raga Maran 2007:40) cultural values cannot be replaced by other cultural values in a short time because they are the basis of culture and if values change, culture will also change because culture is a necessity and becomes a factor in determining attitudes and behavior in life to socialize (Darimis, 2014). In general, cultural values in the learning process at school are related to increasing student interest in learning, students learn together in class and outside the classroom, students want to work together, and students have an attitude of Religion, Honesty, Tolerance, Punctuality, Discipline, Compassion, Creative, Independent, Curious, Appreciate Achievement, Friendly/Communicative, Care for the Environment and Sense of Responsibility (Thoyyibah et al., 2019).

English as a foreign language has become a necessity for students to be fluent both orally and in writing. In the Indonesian education curriculum, English has become a compulsory subject in elementary, junior high, and high school/vocational school. Therefore, in this case, the English teacher must know that the key to teaching in class is not only grammar, vocabulary, listening, speaking, reading, and writing. but there are also other things that must be considered, namely increasing cultural awareness among students. (Frank, 2013) Cultural awareness is a way for a person to understand the differences between his community and other people from different countries and backgrounds, especially differences in attitudes and values (Afriani, 2019) . When teachers provide these explanations to students, students are able to place themselves in the cultural context in which those explanations are used. In this way, understanding in communication is reduced or does not occur in the first place.

Toraja is one of the Indonesian ethnic groups that inhabit the northern part of South Sulawesi in the Toraja Land and North Toraja regions. Until now, the Toraja people still maintain the cultural traditions of their ancestors in social life. The Toraja people are famous for their culture which has been passed down from generation to generation, such as funeral ceremonies, traditional *tongkonan* houses, and various wooden carvings which are the hallmark of the community's social class. Local wisdom that is still strong makes the Toraja tribe unique. The undeniable mysterious nuance is one of Toraja's tourist attractions. In addition, there are historical sites such as stone tombs, hundreds of years old traditional houses, and megalithic archaeological objects such as the *simbuang* rock, which are still preserved and cared for in the Toraja tradition. Toraja people live their daily lives based on their cultural values, one of the values is *tengko situru'* (togetherness).

Cultural Values

Culture can be interpreted as an order that lives in a group of people in terms of world views, beliefs, customs, and policy systems that are passed down from generation to generation and persist. (Spencer Oatey 2012) found that culture consists of characteristics of people's behavior and social interaction, cognitive construction, and affective understanding. Patterns obtained through this social process are unconsciously passed on to future generations. Education and culture have a close relationship with the cultural model of society which determines the educational model. For example, if a society has a spiritual-cultural model, then its educational model also emphasizes morality and values of spiritual life. A society without culture cannot have a specific educational organization. Therefore, the cultural model of society, region, or country greatly influences the educational model.

Nieto (2010: 136) defines culture as "values, traditions, social and political relations, and ever-changing worldviews that are created, shared, and modified by a group of people who are united by various factors, including shared culture (Sudartini, 2012). Meanwhile, values are ideas, ideas that become a source of behavior towards something about what is good, bad, right or wrong, important or not important. The meaning of values is essentially directed behavior and consideration of a person. Values are also an important part of our culture, and part of local wisdom (Nazifah, 2018). In this case, morals and manners not only make students smart but also make their existence as meaningful members of society both for themselves and for others. Values and culture have a very close relationship because everyone needs self-identity as a cultural heritage that needs to be known.

In general, cultural values in the learning process at school are related to increasing students' interest in learning, students learn together in class and outside the classroom, students want to work together, and students have an attitude of Religion, Honesty, Tolerance, Punctuality, Discipline, Compassion, Creative, Independent, Curiosity, Respect for Achievement, Friendly /Communicative, Environmental Care and Sense of Responsibility (Thoyyibah et al., 2019). In this regard, the cultural values mentioned above are inseparable from the local culture where we are, local culture is often referred to as local wisdom. When associated with character education, local wisdom, and cultural values are considered the most influential in the formation of student character.

Local wisdom that is still strong makes the Toraja tribe unique. The undeniable mysterious nuance is one of Toraja's tourist attractions. In addition, there are historical sites such as stone tombs, hundreds of years old traditional houses, and megalithic archaeological objects such as the Simbuang stone, which are still preserved and cared for in the Toraja tradition. The Toraja people live their daily lives based on their cultural values, These values are rooted in the life of the Toraja people, cultural roots that bring a friendly smile to everyone, a form of sincerity that is far from the limits of urban-style values. The slogans of *Sipamisa'*, *Sang Torayan*, *Solata*, etc. have become a link between the Toraja people at home and abroad (herdian, n.d.).

***Tengko situru'* (Togetherness)**

In the Toraja language, *Tengko Sitru'* means togetherness. According to The Big Indonesian Dictionary (KBBI) togetherness is a shared thing. Togetherness is a bond that is formed because of a feeling kinship/brotherhood or more than just working together or a relationship other professionals. The aspects of togetherness (Afryanto, 2012), namely (1) have roles, (2) appreciate differences, (3) have sensitivity, (4) cooperate, and (5) exist leader. The five aspects of togetherness give rise to discipline, responsibility, tolerance, mutual respect, sensitivity, cooperation, and leadership. The Toraja people highly uphold the value of togetherness in social life which is nurtured and fostered in harmony with a willingness to sacrifice and help voluntarily and wholeheartedly. Besides that, the togetherness of the Toraja people in working together both in development and farming.

English Languages Teaching

Language is a systematic system of phonetic symbols to express feelings and thoughts. According to Syamsuddin, language has two meanings, namely language is a tool for forming thoughts and feelings, desires and actions, an effective and affected means, then language is also a clear part of good or bad personality, which means that it comes from the human soul (Lubis, 2016). So language is a symbol in the form of sound produced by the speech organ

humans who have a system and contain meaning that humans use in life as a means of communication between people to form, express and convey thoughts and feelings in accordance with he wanted.

According to (Muhammad Ali 1992), Teaching is a conscious effort to enable students to make the learning process take place in accordance with predetermined goals (Ramdhani, 2022). Teaching is about transferring knowledge of British English from someone who has competence and creativity in teaching. The success of teaching depends on the teacher's competence in transferring the prepared learning materials into meaningful learning for students. Therefore, language and language and culture materials should be integrated in the learning process to enhance students' linguistic proficiency as well as communicative competence through culture. According to (Harmer 2005: 57) describe that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical tasks or activities the intention of which is to include learning (Emiliasari, 2019).

English learning activities include: 1) Developing talent communicating orally and in writing. These skills include listening, speaking, reading, and writing; 2) Raising awareness of The essence and importance of English as a foreign language to be the main medium of research; 3) also the development of an understanding of the relationship between language and culture. Research; 3) also the development of an understanding of the relationship between language and culture broadening cultural horizons. Through these three activities, students are expected to develop a multicultural vision and the ability to participate in cultural diversity, as well as national and international.

In terms of applying cultural values in learning English, at least it can be done through two things, namely: a) The teacher is an example of wearing cultural values, such as being friendly, speaking politely, entering and leaving class on time, being disciplined, and respecting differences. , not considering mistakes as violations, treating students like their own children, teaching with affection, and so on; b) Every time delivering material, the teacher tries to relate it to local cultural values. For example, the material is then practiced by working on a project based on cooperation and completing assignments by discussing the moral messages or cultural values contained therein.

METHODOLOGY

This research is descriptive research that describes the phenomena that occur in learning English in relation to the role of culture in it. Sugiono (2010: 285) argues that this phenomenon is holistic (thorough, inseparable) from the perspective of qualitative data research, so qualitative data researchers do not limit their research to just that. Research results, but social situations that are realized as a whole with aspects and site activities that interact synergistically. The working steps of this method are to analyze and describe how the conditions of teaching English are related to learning local culture in learning English at SMK Negeri 1 Toraja Utara

This research was conducted at school level SMK Negeri 1 Toraja Utara with 4 English teachers in grades ten, eleven, and twelfth participants who were direct data sources using data collection methods through instrument observation, recording, and interviews. The collected data were analyzed using the analytical method. The information flow model systematically organizes class observation notes and interview results. To perform this operation, the procedures of (1) gathering information are performed, (2) presenting information, and (3)

drawing conclusions. This series of activities is carried out simultaneously and irrationally, as well as data analysis in the field and data analysis after the research is complete (Patiung, 2017).

DISCUSSION

The results of research in the process of learning English at SMK Negeri 1 Toraja Utara, it is related to the cultural values of the Toraja people, namely the *value of Tengko Situru'* (Togetherness).

The values of *tengko situru'* (togetherness)

This creates the value of togetherness in learning Formation of groups based on research in class, students help each other in practical learning and help each other in completing assignments through discussion, they accept other group work at the request of the teacher. Then the teacher gives an example "Tomorrow we will go to *Tongkon* (visiting our friends who are grieving), then students are asked to discuss what shared values can be created in this activity. Students are then asked to write and translate into English.

In relation to the example given by the teacher, it really reflects that Toraja people are still very attached to culture. One of them is the *rambu solo* culture, as well as teachers in the world of education, especially in schools, always, connects the life of the Toraja people with the school environment. Instilling the value of togetherness in social life is encouraged and socialized as well as relieved by the willingness to come sit with a friend who is feeling hurt. This gives the meaning that what is felt by his friend is also felt by his other colleagues. The arrival indirectly provided moral and material support. As stated in Winkel (1996), cooperation can increase student motivation through collaboration with classmates. At the same time, the need to accept and be accepted by others is fulfilled (Indiyani & Listiara, 2006).

The value of *tengko situru* (Togetherness) is also in Toraja life not only clearly seen in the *rambu solo'* activities but also in daily life such as when there are residents who collect wood to build houses the community will gather voluntarily to help each other in work. Appreciation of togetherness in social life is fostered wholeheartedly in accordance with the willingness to sacrifice and help. Likewise in the scope of learning English when learning to speak takes place and there are students who have difficulty interpreting words spontaneously, other friends will help them say the words correctly.

From the description above, in the learning process, Toraja cultural values are used by the teacher as an example, as completing assignments given by the teacher, involves more students in doing their assignments together. Through group work, it is intended that students are more creative, and independent, work together with their groups, and respect the opinions of their friends more.

CONCLUSION

Based on the description of the results of the research that has been done, the researcher concludes that one of the Toraja cultural values that teachers apply in the process of learning English at SMK Negeri 1 Toraja Utara is the cultural value of *tengko situru'* (Togetherness). In applying cultural values when learning English, it is important to support the formation of student character. Educated character is useful for the individual concerned and the interests of the nation in the broadest sense. Because the application of cultural values can motivate students to study hard, English as a more effective social communication tool, English as an international communication tool, and being able to speak without forgetting national identity. English teachers are encouraged to learn and understand local culture better

and to be proud of their own culture. In practice, extensive support is required from all participants.

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