

INTEGRATION OF LOCAL WISDOM INSIGHT IN SOCIOLINGUISTICS TEXTBOOKS OF UNIVERSITIES IN REGION 3 OF CIREBON

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ABSTRACT: Sociolinguistics textbooks that have been used in universities of Region 3 Cirebon hasn't significantly contained and integrated to local wisdom. However, Sociolinguistics textbook that integrated to local wisdom insight is one of the efforts to keep local wisdom that recently is having a distortion. Many youth in region 3 Cirebon that has less knowledge about local wisdom in his region. Therefore, to achieve the goal, availability of Sociolinguistics textbooks that integrated to local wisdom insight is very essential. This research has objective of explaining the integration of local wisdom insight to Sociolinguistics textbooks that used in Universities of region 3 Cirebon. This research is explorative research that has objective to give explanation about concept or model that used to know the condition of textbooks and integration of local wisdom insight in Sociolinguistics textbooks. Explorative research is the beginning steps of development research on Sociolinguistics textbooks that have local wisdom insight for universities at region 3 of Cirebon. This article will give a basic point of view toward the topic of research, generalization of tentative theoretical ideas on discussed topic and decide the technique and direction that will be used in the next steps of research.

KEYWORDS: integration, insight, local wisdom, textbooks, Sociolinguistics, university, region 3 of Cirebon

1. INTRODUCTION

Local wisdom insight is an identity or cultural identity that owned by certain society in certain region and inherited from the ancestor. Local wisdom insight is a form of culture ability to keep maintenance in facing the impact of foreign culture.

That statement is strengthen by the theory from HG Quaritch Wales in his work *Culture Change in Greater India* (1948) which is then emphasized again in *The Making of Greater India: A Study in Southeast Asian Cultures* (1951) which stated that local wisdom insights is a cultural identity which is owned by the community society as the impact of experiences in the past. Wales emphasized that local wisdom is a form of the strength of a culture in facing the influence of other cultures that infiltrate its community.

Other experts, FDK Bosch, through his work, *Local Genius en Oud-javaanse Kunst* (1952) basically agreed the idea of Quarits. At this point Wales is more focused on his opinion about the ability of a society to maintain their culture. Bosch emphasized that maintaining local wisdom as a cultural identity is an obligation of society itself. Bosch showed the importance of integrity and creativity from society members in maintaining and developing their own culture to deal with acculturation if there is an influence from another culture that is different from the culture itself.

Based on the theories by the two experts above, it can be concluded that maintaining local wisdom is a joint task of society members in a region. Local wisdom insight as the central part is power to maintenance the influence of the outside world. If there is cultural acculturation, local wisdom insight will stand and it will possible to get development in the future.

Nowadays, youth from region 3 Cirebon started to not understand and recognize the local wisdom insight in their region. In fact, region 3 Cirebon which covers Cirebon regency, Cirebon city, Majalengka regency, Indramayu regency and Kuningan regency are region with full of cultural identity and rich in local wisdom.

Ajip Rosidi (2011), a writer from Majalengka district, has written many of his ideas describing the local wisdom values of Majalengka Sundanese in various books he has written. One of the books that describe

local wisdom Sunda from Ajip Rosidi is a collection of short story *Dua Orang Dukun dan Cerita Pendek Sunda Lainnya* that represent reflect of local wisdom insight in Sundanese environment in the form of attitudes, perspective, identities and capabilities of Sundanese.

Various efforts must be done in order youth does not lose their identity and local wisdom identity of their origin. The integration of local wisdom insight into Sociolinguistics textbooks is one of the efforts to make youth, in this case is university students of Region 3 Cirebon, recognizing, understanding and loving the local wisdom insight of their origin so they can avoid cultural degradation that affected the value fading of local wisdom insight.

Sociolinguistics is a field of science that makes society and everything in it as the focus of study. Language, society and culture are inseparable entities. This is strengthened by statement from Sizler (1990), he stated that language and culture are two bound phenomena, like two conjoined twins, or a coin which on the one hand is a language system and the other is a cultural system, it means what is seen in culture will be reflected in language, or vice versa.

Also Pride and Holmes (1972) stated that between language and culture can not be separated. They formulated Sociolinguistics in a simple way as the study of language as part of culture and society. It can be stated that language is part of culture (*language in culture*) and language is not something that stands alone (*language and culture*).

Fishman (1972) stated the terms Sociolinguistics into Sociology of Language which means that the Sociolinguistics is the study of the language characteristics and various variations language, as well as the correlation between discussing speaker with the characteristics and functions in a language community.

The theories from the experts above basically explain two things that become the focus of their studies; language and social dimensions. Sociolinguistics highlights the whole problem associated to social organization of language speaker, not only language use, but also language attitudes, behavior towards language and language users.

Based on the theories above, integration of local wisdom insight into Sociolinguistics textbooks in university level can be done because textbooks are learning media used by lecturers and students to achieve the learning competencies which consisting of not only cognitive competence, but also affective and psychomotor competencies. The topic material of local wisdom insight in textbooks can be integrated into course learning outcomes, indicators of learning competency outcome and final expected outcome to be achieved by students after experiencing Sociolinguistics courses.

Textbooks according to Tomlinson & Mashuhara (2004: 22-25) is the preparation stage in the form of collection and selection of text and stage of development, covers the exploration material activities, responding to the early ability of students, developing and responding input, including the task and exercise.

Sociolinguistics textbooks that have been used in universities at Region 3 of Cirebon has not significantly contained and integrated to local wisdom insight. In fact, Sociolinguistics textbooks which integrated to local wisdom insight are one of the efforts to maintain local wisdom which is currently having a degradation phase. Many youth in region 3 of Cirebon don't know the local wisdom insight in their region. Therefore, to achieve this goal, the availability of Sociolinguistics textbooks which integrated to local wisdom insight is essential. This research has objective of explaining the integration of local wisdom insight into the Sociolinguistics textbooks that used in universities at region 3 of Cirebon.

2. RESEARCH METHODOLOGY

This research is explorative research, which aimed to provide an explanation about a concept or model used in determining the condition of textbooks and the integration of local wisdom insight into Sociolinguistics textbooks. Explorative research is early stage from research stage of developing Sociolinguistics textbooks with local wisdom insight at universities in region 3 of Cirebon. This article will provide a basic overview of research topics, generalize theoretical ideas that are still tentative on the topics discussed, and determine the techniques and directions that will be used in the next stage of research.

The *preliminary investigation* was carried out to analyze *need assessment*. The research method used at this exploration stage is a qualitative descriptive method. The objectives at the exploration stage are (a) to examine the existence and quality of Sociolinguistics textbooks that have been used so far; (b) assessing needs level of lecturers and students for Sociolinguistics textbooks with local wisdom insight; (c) compile the planning (*product specification*) of the Sociolinguistics textbooks with local wisdom insight. The main information that will be explored at this stage is to find out the importance of developing Sociolinguistics textbooks with local wisdom insight.

The exploration stage in this research needs the required data sources are as follow:

- a. Research subjects, consisting of authors or developers of Sociolinguistics textbooks (*authors*), research collaborators, which covers: lecturers of Sociolinguistics courses at universities of Region III Cirebon: (1) Universitas Majalengka; (2) IAIN Syekh Nurjati Cirebon; (3) Universitas Swadaya Gunung Djati; (4) Universitas Wiralodra Indramayu; (5) STKIP NU Indramayu, (6) Universitas Kuningan, stake holders, students of Sociolinguistics courses at university of Region 3 Cirebon.
- b. Events, every situation in the field that will be observed and related to the lecturing process of Sociolinguistics courses to university students at Region 3 Cirebon and other conditions that provide the information in this research, especially those related to Sociolinguistics textbooks with local wisdom insight.
- c. Documents, in the form of Sociolinguistics textbooks that have been used at universities of Region 3 Cirebon, teaching materials, learning media, evaluation tools, Semester Learning Plans (RPS), and other relevant documents to the implementation of Sociolinguistics courses.

The data collection technique used in this research based on to the concept of Cohen, *et.al.* (2000:271) regarding to the steps of data collection, cover *in- depth interview*, observation, that carried out in a planned and controlled manner (*structured or controlled observation*), document analysis, that done by analyzing, discussing, and reviewing documents that associated to research.

3. FINDING AND DISCUSSION

Condition of Sociolinguistic Textbook with Local Wisdom Insights at universities of Region 3 Cirebon

Research at the exploration stage is carried out to collect information and seek an input through direct observation and in-depth interviews. The condition of the Sociolinguistics textbook was observed based on the Field Notes Document Analysis Results (CLHAD) and the Field Notes of Interview Results (CLHW). The information collected is used as a basic and input in designing the initial draft of Sociolinguistics textbook. At this exploration stage, there were found six titles of Sociolinguistics textbooks that were used by lecturers and students in Sociolinguistics courses at universities of region 3 Cirebon. Those six textbooks are : Sosiologi perkenalan awal written by Abdul Chaer and Leoni Agustina [10] ; buku Sosiologi written by Prof. Dr. Sumarsono, M.Ed [11] .; Buku Sosiologi (Sajian, Tujuan, Pendekatan, dan Problem-Problemnya), written by Prof Abdul Syukur Ibrahim; Sosiologi (Suatu Pendekatan Pembelajaran Bahasa dalam Masyarakat Multikultural), written by Fathur Rokhman; *An Introduction to Sociolinguistics*, written by Janet Holmes ; and *An Introduction to Sociolinguistics-Fifth Edition*, written by Ronald Wardhaugh.

Based on the answers from questionnaire on the need analysis of Sociolinguistics textbooks to university students of region III Cirebon, some students said that the material in the Sociolinguistics textbook that have been used was difficult to understand due to the difficult language to understand and there were no examples of case studies that correlated to their origin. In addition, the material in the Sociolinguistics textbook that is used is mostly on Sociolinguistic theories with case study examples by bringing up specific areas such as Java and Bali, while case studies for other regions in Indonesia are rarely presented. The most answers of students on the results of the questionnaire stated that the Sociolinguistics textbook that have been used contained less local wisdom insight. Therefore, almost all of students agree that Sociolinguistics textbooks in university should be enriched with local wisdom insight as an effort to make students get to know and love their own culture.

The general point of view from the student's real condition is a very meaningful input in designing a prototype of Sociolinguistics textbook with local wisdom insight. The prototype that will be compiled is expected to be a better than the previous Sociolinguistics textbook, more interesting, more complete theories and case studies with local wisdom insight, and encourage students' motivation to understand Sociolinguistics material that integrated to local wisdom insight as basis of Indonesian culture as a multicultural country. This data is obtained from the results of the Field Notes Document Analysis Results (CLHAD) toward Sociolinguistics textbook used in universities at Region III of Cirebon that consisting of Universitas Majalengka (UNMA), Universitas Swadaya Gunung Jati Cirebon (UGJ), IAIN Syekh Nurjati Cirebon, Universitas Kuningan, Universitas Wiralodra and STKIP NU Indramayu.

Lecturers and Students Needs toward Sociolinguistic Textbooks with Local Wisdom Insights

The needs analysis is the key factor that underlies the creation of proper textbooks. Therefore, the content must be appropriate to the needs of lecturers and students. The study on the analysis of the needs of lecturers in the initial stage of research (exploration) was carried out by distributing questionnaires and online interviews to six lecturers, from six different locations and different times; lecturers from Universitas Majalengka, Universitas Swadaya Gunung Jati, Universitas Wiralodra, Universitas Kuningan, IAIN Syekh Nurjati Cirebon, and STKIP

NU Indramayu.. The selected informants are lecturers of Sociolinguistics courses as their respective universities who have experiences in teaching Sociolinguistics courses to students.

The needs analysis begin with literature studies and field studies. This is done to determine the needs of textbooks which cover: (1) the needs of textbooks with lecturer as informants; (2) the needs for textbooks with student as informants; (3) description of the findings of the needs for textbooks.

1) Lecturers' Needs Analysis

The issue and needs of the lecturers regarding to Sociolinguistics textbook were found based on the document analysis of textbooks and interviews. Results of Field Notes from Document Analysis (CLHAD) and Field Notes of Interview Result (CLHW) found issues faced by lecturers in implementing Sociolinguistics textbooks in the teaching and learning process in class. Based on the identification of needs with informants (lecturers D, H, I, J, F, and S), there was collected information about the textbooks desired by the lecturers:

First, based on Field Notes of Interview Result (CLHW) the use of Sociolinguistics textbooks that have been used at Universitas Majalengka is considered to be less than optimal, apart from not containing an evaluation that correlated to instructional objectives of teaching of Sociolinguistics courses, these books do not find local wisdom insight that can be integrated in the daily life of students. Textbooks that used in university must be equipped with components that appropriate to Semester Learning Plan (RPS) such as Graduate Learning Outcomes (CPL), Course Learning Outcomes (CPMK), Course Description, Material, Evaluation, Assessment Criteria and lecture reflections. The evaluation that is carried out at the end of the lecture can be used as a tool to measure the outcome of Sociolinguistics competencies. However, not all of these components are contained in textbooks that have been used at Universitas Majalengka (CLHAD).

One of the ways that used by Sociolinguistics lecturers at Universitas Majalengka in integrating local wisdom insight into teaching is by carrying out field practicums with students and as much as possible the place is not too far from the campus. Lecturer D hopes that there will be a Sociolinguistics textbook with local wisdom insight so the students love and maintain local wisdom in the region where they live. In addition, the Sociolinguistics textbook also integrates to course outcomes and uses popular language that makes it easier to understand.

Second, based on Field Notes of Interview Result (CLHW), the use of Sociolinguistics textbooks that have been used at Universitas Gunung Jati Swadaya (UGJ), lecturer H as a lecturer in the Sociolinguistics course is always looking for books that can be adjusted to the Semester Learning Plan (RPS), but so far there is not found Sociolinguistics textbooks that complete and appropriate to RPS used. Lecturer H used several books to adjust the CPL in the RPS with the material in the textbook. Most of the Sociolinguistics textbooks used do not contain a textbook component. Moreover, lecturer H stated that Sociolinguistics textbook that has been used so far has not been effective in teaching Sociolinguistics courses to students since it is considered incomplete.

The integration of Sociolinguistic material with local wisdom insight was carried out by lecturer H by carrying out Sociolinguistic research by going into the field directly witnessing Sociolinguistic phenomena that is occurring in society. Lecturer H hopes that there will be a Sociolinguistic textbook with local wisdom insight because this textbook has never been found (CLHAD). The existence of textbooks with local wisdom insight, it is expected that it can encourage a sense of pride of students for their local wisdom and that local wisdom is integrated with the local wisdom of the region where students live. Also, basically all courses must be correlated to local wisdom to encourage a sense of pride in the region because there are many moral values that can be found in the local wisdom of Indonesian (CLHW).

Third, based on Field Notes of Interview Result (CLHW), the use of Sociolinguistics textbooks that have been used at IAIN Syekh Nurjati Cirebon contain less local wisdom insight and is has not integrated with the RPS used in the learning process. Lecturer I assessed that only one Sociolinguistics textbook contains few local wisdom insight, Sosiologi written by Prof. Dr. Sumarsono and the book is used as the primary reference textbook. However, this book only explains the local wisdom of the language phenomenon by describing the results of research on local languages (CLHAD).

Another primary reference book used at IAIN Syekh Nurjati Cirebon is *An Introduction to Sociolinguistics* written by Janet Holmes. The material on local wisdom insight in this book does not contain a dynamic local wisdom context and can adapt to the latest culture in students' daily life. Because the material in

this book is Sociolinguistics materials that strengthen the Sociolinguistic theories by providing case studies of language symptoms in society based on the results of the author's research (CLHAD).

Fourth, based on Field Notes of Interview Result (CLHW), the use of Sociolinguistics textbooks that have been used at Universitas Kuningan is book from Sociolinguistics experts. The primary textbooks used by lecturer J are *An Introduction to Sociolinguistics-Fifth Edition*, written by Ronald Wardhaugh, *Buku Sosiolinguistik perkenalan awal*, written by Abdul Chaer dan Leoni Agustina. Also another reference book from: *Sosiolinguistik (Suatu Pendekatan Pembelajaran Bahasa dalam Masyarakat Multikultural)*, written by Fathur Rokhman. From those three books, lecturer J has not found Sociolinguistic textbooks with local wisdom insight, only one book, the book from Fathur Rokhman which leads to local wisdom insight, even though local wisdom is in a multicultural perspective (CLHAD). Thus, lecturer J found it difficult to integrate local wisdom insights into Sociolinguistics teaching with the daily life of students. The integration of local wisdom insight into students was carried out by lecturer J by taking students to border areas to carry out sociolinguistic research activities. Based on this, the lecturer J expects development of textboo of Sociolinguistics based on local wisdom because it is important to do for supporting the teaching process.

Fifth, based on Field Notes of Interview Result (CLHW) the use of Sociolinguistics textbooks that have been used at Universitas Wiralodra, it is found that the primary textbooks that have been used so far is *Sosiolinguistik perkenalan awal*, written by Abdul Chaer and Leoni Agustina. Lecturer S has found it difficult with textbooks used on the university, because with the limited level of students' abilities in achieving Sociolinguistics competences, not all students understand Sociolinguistics theorie easily. Also, the textbooks used less contain Indonesian local wisdom insight, only a few regions are used as case studies with their unique language. Other regions in Indonesia with their uniqueness of local wisdom insight have not been discovered by this Sociolinguistic textbook. The development of Sociolinguistics textbooks with local wisdom insight is essential since Sociolinguistics courses should have varied textbooks and that textbooks must appropriate to the criteria for Graduate Learning Outcomes (CPL) in RPS.

Sixth, based on Field Notes of Interview Result (CLHW) the use of Sociolinguistics textbooks that have been used in STKIP NU Indramayu, data is found that primary thatbook that used so far are buku *Sosiolinguistik* written by Prof. Dr. Sumarsono, M.Ed. and *Buku Sosiolinguistik perkenalan awal*, written by Abdul Chaer and Leoni Agustina as additional reference book. Lecturer F as a Sociolinguistics lecturer chooses textbooks that will be used based on content analysis, needs analysis, and target outcome of the courses. Based on this aspect, two reference books were collected as a comparison and enrichment of student literacy on Sociolinguistics. In addition, for the final project is given in the form of scientific work on Sociolinguistic studies, lecturer J assigns students to enrich references through national and international reputable journals regarding Sociolinguistics studies. The sociolinguistic teaching theories obtained by students are considered effective by using the textbook and developed through field practice as a fact test (CLHW).

The integration of student courses with local wisdom insight in the university is carried out by combining theoretical concepts from reference books that have been determined as a theoretical basis theory and applied in the surrounding society by assigning lectures through research and society service based on local wisdom. However, textbook that has been used contain less local wisdom insight (CLHAD). Therefore, local wisdom insight that contained in textbook of Sociolinguistics need to be developed based on the study of the needs of learning outcome that expected to be a real experience of the students when they socialize in the society as well as the preservation of wisdom local as national identity (CLHW).

2) Students' Needs Analysis

Based on the results of distributed questionnaires to students of Indonesian Language and Literature Study Program at universities of Region 3 Cirebon, who join Sociolinguistics courses regarding to students' perceptions of the implementation of Sociolinguistics courses taught in universities. Students' answers to the questionnaire were very varied, but it can be concluded that in general, Sociolinguistics courses really need to be taught in universities because students can get many benefits, not only scientifically, but practical knowledge that can be directly applied to the daily activities. Moreover, Sociolinguistics course is a fun subject because there are many new things that can be learned, especially in the field of Sociology and Linguistics, knowing origin of language rules that grow in society and can be related to linguistic factors in the society around the region where student lives. Some students gave answers such as when they join Sociolinguistics courses; they felt they were given a more open perspective of knowledge, especially regarding the languages and cultures in Indonesia.

Regarding to students' perceptions on the needs for Sociolinguistics textbooks, the results show that all students consider the need for Sociolinguistics textbooks with local wisdom insight to make them have a better understanding on the use of language in their own environment and can improve knowledge about social interactions with local wisdom insight. In addition, local wisdom insight in textbooks is considered very interesting because understanding language means understanding cultural and local wisdom insight. Therefore to grow the feeling love toward their own culture, there should be an introduction to these local wisdom insights. The development of Sociolinguistics textbooks will make it easier for students to know and understand all things about local wisdom insights that are relevant to the theories in textbooks.

The results of the students' questionnaire were strengthened by interviews to get further information what the students had conveyed in the questionnaire. Questionnaires are distributed to measure students' perceptions of the implementation of Sociolinguistics courses and textbooks that have been used so far. The 16 questionnaires distributed for each university, students are selected based on the criteria of activeness, diligence and responsiveness; these students are in 5th and 6th semester (odd and even 2019-2020 academic year). The questionnaire contains 8 questions regarding to students' perceptions of Sociolinguistics courses, textbooks that have been used and their effectiveness levels, integration of course materials with local wisdom-based assignments, and about the required Sociolinguistics textbooks.

One of the results from distribution of student perception questionnaires on the implementation of Sociolinguistics course and the textbooks that have been used, almost all of students stated that Sociolinguistics courses needed to be taught using Sociolinguistics textbooks with local wisdom insight so that the material in the book could be integrated with the environment where students live.

Planning (*Product Specification*) of Sociolinguistic Textbooks that Integrated to Local Wisdom Insight

Planning creation (*product specification*) of Sociolinguistics textbook with local wisdom insight seek the main information of finding the importance of developing Sociolinguistics textbook with local wisdom insight.

Sociolinguistics textbooks that integrated to local wisdom insight is developed to fulfill the needs of students in acquire knowledge of the theory from courses they join. Textbooks also help lecturers to transfer knowledge to students easier. Textbooks that are compiled must be considered to various aspects, one of them is the aspect of distance proximity to the environment where student lives. Material integration of local wisdom insight in the Sociolinguistics textbook of universities in region 3 Cirebon based on contextuality, which means the selection of teaching materials should be close to life of students. Contextualization of learning is carried out by linking the materials studied with the situations and conditions in the local environment. This is in line with the statement of Sudikan (2016: 4) that literature with a local identity can form a pillar and a cultural image of a nation.

Textbooks that will be developed is Sociolinguistics textbook with local wisdom insight and integrated into teaching materials of Sociolinguistics by adjusting outcome Learning Graduate of Indonesian Language and Literature Department, Indicators of Competence and Learning Outcome of Course in Semester Lesson Plan (RPS) Indonesian National Qualification Framework (KKNI) of Sociolinguistics that used in universities of region 3 Cirebon . Several appropriate materials of each meeting arranged in the Semester Learning Plan (RPS) will integrate to local wisdom insight in Indonesia in general and local wisdom insight of region 3 Cirebon in particular as the nearest environment where students come from, therefore it is expected that through the development of this textbook, the acquisition of knowledge by students from local wisdom insight and Sociolinguistics learning competencies will improve significantly.

Here is the draft plan of Semester Lesson Plan (RPS) Integrated to Local Wisdom and used as a reference in the preparation of Sociolinguistics textbooks Prototype with local wisdom insight:

Semester lesson plan of Sociolinguistics
Graduate learning outcome (outcome of learning course)
Devoted to Almighty God and show religious attitude
Respect to humanity value in in carrying out duties based on religion, morals and ethics

Respect to the diversity of culture, perspective, religion and believes, opinion and original findings of other	
Internalization of value, norms and academic ethics	
Showing responsibility on duty of Indonesian language and literature independently	
Mastering the basic concept of language and literature, language and literature skills, language and literature learning , language and literature research and research on language education and literature	
Mastering the concept theory of learning development of language and literature	
Able to apply the logical, critical, systematic and innovatife thinking in the context of development or implementation of knowledge and technology that considered and applied o humaniora values in language and literature education of Indonesia	
Able to show the independent, qualified and measureable performance	
Able to responsible for the group achievement and doing the supervision and evaluation toward duty finishing uner his responsibility	
Able to language and literate of Indonesian, both orally and written in the context of daily or common life, academic and profession, able to use more than one local language	
Able to analyze and apply theory, concept, approach in learning of language and literature of Indonesian, able to produce innovative learning design of language and literature Indonesian learning.	
Able to plan and discuss the implementation of language and literature of Indonesian toward integrated approach	
Course learning outcome (CPMK)	
Plan, review, concept and course scope	
Definitions and benefits of Sociolinguistics	
Language and communication	
Language in social context : speech and community society	
Bilingual and Diglossia	
Code switching and code mixing	
Interference and integration	
Language attitude	
The application of Sociolinguistics	
Correlation between language and social context	
Language variation	
Language shift and preservation	
Language standardization	
Field study/ outdoor learning (the use of language in society)	
Week	Sub- outcome of course (expected final outcome)
1	1 st material : <ul style="list-style-type: none"> - Students are able to understand the plan, concept review and scope of courses. - Students agree to courses contract, semester plan and courses plan
2	2 nd material <ul style="list-style-type: none"> - Students are able to explain the definitions of Sociolinguistics - Students are able to explain the benefits of Sociolinguistics - Students are able to explain the benefit of Sociolinguistics in maintaining the local wisdom of West Java and Region 3 of Cirebon
3	3 rd material <ul style="list-style-type: none"> - Students are able to explain definitions of language and communication - Students are able to mention the classification of language in use - Students are able to understand and explain the use of Sundanese and Javanese Cirebon language as the efforts of maintaining local wisdom in language part
4	4 th Material : Students are able to explain the definitions of language in terms of social context Students are able to explore and explain the concept of speech and community society of Sunda Majalengka society
5	5 th material Students are able to explain the definition of bilingual and diglossia Students are able to understand and explore the concept of bilingual and diglossia Students are able to understand and explain bilingual and diglossia in speech situation of Sundanese

	society in region 3 of Cirebon Students are able to understand and explain bilingual and diglossia in speech situation of Javanese society in region 3 of Cirebon
6	6 th material 1)students are able to explain the definition of code switching and code mixing 2)students are able to understand and differentiate between code switching and code mixing 3)students are able to understand and explain code switching and code mixing in society of region 3 Cirebon as the adaptive effort of local wisdom toward culture acculturation
7	7 th material 1)students are able to explain the definitions of interference and integration 2)students are able to understand the differences between interference and integration 3) students are able to explain the impact of Interference toward local wisdom of Sundanese and Javanese language in region 3 of Cirebon 3)students are able to explain the impact of Integration toward local wisdom of Sundanese and Javanese language in region 3 of Cirebon
8	8 th material 1)students are able to explain language attitude and language diction 2)students are able to explain language politeness of local wisdom in society of region 3 Cirebon 3)students are able to explain language diction of local wisdom in society of region 3 Cirebon
9	9 th material 1)students are able to explain the application of Sociolinguistics in various field of life 2)students are able to identify the factors that correlated to the application of Sociolinguistics 3)students are able to explain the application of Sociolinguistics in local wisdom of society in region 3 Cirebon
10	10 th material students are able to explain the correlation of language and social context: 1)the correlation of language and society 2)the correlation of language and culture 3)the correlation of language and gender 4)the correlation of language and age
11	11 th material 1)students are able to explain language variation 2)students are able to identify language variation 3)students are able to identify and explain the language variation at region 3 of Cirebon 4)students are able to identify and explain the language variation of Sundanese, Majalengka and Kuningan
12	12 th material 1)students are able to explain about language shift and preservation 2)students are able to identify and explain about language shift and preservation on society at Cirebon region
13	13 th material Students are able to explain language standardization: 1)definitions of language standardization 2)standard language 3)the selection of standard language
14	14 th material Students are able to understand the field study (the use of language in society) 1)determining object 2)data collection 3)data analysis 4)findings display

4. CONCLUSION

Based on the findings on exploration stage, it can be concluded that Sociolinguistics courses is essential to

be taught in university level since it is considered as fun with a lot of new things that can be explored especially in Sociology field and linguistics, therefore the students will gain interest toward language factor in society in order to get understanding and application of Sociolinguistics material in their region. Furthermore, the needs of Sociolinguistics textbook with local wisdom insight in order to get understanding the use of language in their region and to improve the knowledge on social interaction based on local wisdom insight. Also Sociolinguistics course is expected for students to get better understanding toward the basic concept of Sociolinguistics as part of Linguistics field and its application to analyze the language phenomenon in context use of society. Based on the exploration research it can be concluded that Sociolinguistics course is essential to be taught to students using Sociolinguistics textbook with local wisdom insight in order to integrate the materials toward the students' origin.

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