



## EDUCATION AND LANGUAGE: ENGLISH COMPETENCY IN PRIMARY SCHOOL STUDENTS IN THE INDUSTRIAL ERA 4.0

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### ABSTRACT

This research aims to analyze English language competency in the 4.0 era through education and learning. Data collection involved secondary data analysis through reduction and display. The findings indicate that English language competency in Indonesian elementary schools is a locally-content learning subject that enhances student skills by incorporating local wisdom as a resource for learning and development. English language skills are fostered to improve students' vocabulary, communication, and reading abilities, supporting both academic achievements and practical applications outside of education. The implementation of English language competence involves training students to enhance their communication skills in alignment with international knowledge standards. Overall, education and language serve as processes through which students develop soft skills and expand their knowledge base.

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## INTRODUCTION

English, as a lingua franca, plays an important role in enabling access to various digital resources, including academic literature, online learning tools, and international communication platforms (Yunita Wardianti & Ria Dwi Jayati, 2018) . Therefore, good command of English is crucial, not only for communicating but also for developing digital literacy skills needed in the 4.0 era. (Karpava, 2020)

English language learning at the primary and secondary education levels is essential for preparing the young generation to navigate an increasingly open and diverse world (Suciana Wijirahayu, Hendro Priyatmoko, 2019) . The effective implementation of English education requires a thorough evaluation of language learning at educational units. This is very possible to do considering that the latest curriculum has provided freedom at the educational unit level to design learning according to their respective targets (Abdul Wafi, 2023) Then, a drastic change to the position of English in elementary school then occurred in 2012 when the government planned to replace KTSP with the 2013 curriculum. This new curriculum was prepared based on the spirit of implementing a more democratic education program (Astrid, 2012) . The 2013 curriculum prioritizes an educational model that is equal and centered on students so they can be more involved in the learning process. (Desfriyati, Indah, Tin Rustini, & Muh. Husen Arifin, 2022)

Research conducted by (Septi Fitri Meilana & Aslam, 2022) shows the influence of developing thematic teaching materials based on local wisdom on increasing output in synchronous student learning using research, this can increase attention and responsibility. In addition, research conducted by (Ni Made Suarningsih, 2019) shows that through local wisdom, students will not feel unfamiliar with what is being studied and can be used as a basis for making considerations. However, abilities and communication skills are also important in the context of learning English in this digital era. Critical thinking skills are needed to evaluate information obtained from various digital sources, while communication skills are needed to interact effectively in an increasingly connected global environment (Engliana, Nina Dwiastuty, Ira Miranti, 2020) . English learning no longer only focuses on grammar and vocabulary, but also on developing broader skills that are relevant to the needs of the times.

Books as a source prioritize productive skills in the form of spoken activities, but what happens in schools is that teachers use books more as written activities where students' activities are mostly asked to complete conversations and not to practice conversations ( Supriyono & Nita Sari Narulita Dewi, 2017 ) . Of course, this is not in accordance with the aim of language teaching, namely to provide communication experience using the language taught at school. (Maria Ulfah, Suherman, 2021)

Previous research has shown that the use of technology in language learning can increase student motivation and engagement. However, further research is still needed to understand how technology can be effectively integrated into the English language learning curriculum and how this affects students' language competence. Therefore, this research aims to explore the English language competencies needed in the 4.0 era and the role of digital technology in supporting this learning. (Syarif, 2019). This research addresses three main issues: the status of elementary school students' English language skills in Indonesia's 4.0 era, the reasons behind their proficiency levels, and the implications of these competencies. It will examine the development and educational application of English language learning in Indonesia.

## **METHOD**

This research employs qualitative research methods, which aim to uncover the meaning of data or phenomena through researchers' interpretation and evidence presentation. The meaning of this phenomenon depends a lot on the researcher's ability and sharpness in analyzing it (Abdussamad, 2021). The research data source is the subject from which the data can be obtained. There are two types of data, namely: first, primary data is data that directly provides data to data collectors. The primary data for this research are teachers and education staff. Meanwhile, secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents. We conducted a comprehensive review of existing literature and utilized secondary data sources from peer-reviewed journals and books to gather information for this study (Johnston, 2014). The research methodology exclusively involved synthesizing and analyzing data obtained from these secondary sources.

### **Data collection technique**

Following the qualitative research approach and chosen data sources, data will be collected through observations, interviews, and document analysis. Specific data collection methods are essential to meet the research objectives. Observations will focus on English language learning and the integration of local wisdom, examining their application in fifth-grade classrooms. Interviews were conducted using questionnaires and the development of the questionnaire. Meanwhile, documentation is carried out by collecting facilities and infrastructure that support local wisdom and English language learning.

Qualitative data analysis is carried out simultaneously with the data collection process. In detail, Moleong explains, quoted from the book (Adhi Kusumastuti, 2019) , several techniques for checking the validity (validity of qualitative research) of data that has been organized into a pattern and created categories, then the data is processed using using data analysis , namely 1) Data reduction ( *reduction* ) As is understood, when researchers start conducting research they will of course get a lot of data that is relatively diverse and even very complicated. That is why it is necessary to analyze data through data reduction. The data obtained is written in the form of reports or detailed data. Reports prepared based on the data obtained are reduced, summarized, the main things are selected, focused on the important things. 2) Presentation of data The next step after reducing the data is to present the data (*Data Display*) . Data presentation techniques in qualitative research can be done in various forms such as tables, graphs, and the like. 3) *Conclusion drawing / verification* The third step in qualitative data analysis according to Miles and Huberman in Sugiono is drawing conclusions and verifying. The initial conclusions reached are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

#### **2.1 Education and Language**

Language in education is the development of students' abilities which is carried out based on the curriculum. As a development of various theories that have been used in schools as motivation in learning. So, the theory in language education is as follows: (MAK Halliday, 2007)

##### 1) Social-Constructivist Theory

The social-constructivist theory put forward by Vygotsky which is quoted in (Yun Iswanto, 2016) emphasizes that children's language development occurs through social interaction. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD) which states that children learn language most effectively when they are guided by more competent

adults or peers. Learning occurs in a social context where language is used as a primary tool for thinking and sharing knowledge.

## 2) Nativism Theory

Chomsky, who was quoted by (Ulfa Khusnatul Hidayah, Mohamad Jazeri, 2021) in his theory of universal grammar, proposed that the ability to learn languages is innate and occurs naturally. According to this theory, all children are born with an innate device for understanding and producing language, called a "Language Acquisition Device" (LAD). Exposure to language in the environment allows children to activate these innate abilities.

## 3) Interactionist Theory

Interactionist theory combines elements of nativism theory and social-constructivist theory. According to Bruner quoted (Zanki, 2020) , language develops through interactions between innate abilities and the child's social environment. Bruner emphasizes the role of "scaffolding" in language learning, where adults provide appropriate support as children develop their language skills.

The language used by humans when communicating with other parties is in the context of interpersonal communication or interpersonal communication and intrapersonal communication or *self-talk* or in the realm of their personal thoughts. Language as a communication tool allows humans to develop *a sense of self* and to interact with other parties in a society

Closely related to English education reform is language in education policy, which has also undergone three significant changes between 2006 and 2023. The decision to directly implement language policy in the education system has had an impact on the government's efforts to uphold the national language, Bahasa Melayu, as a language. for national unity and language knowledge, while strengthening English language proficiency among multilingual learners, and safeguarding students' own languages such as Mandarin and Tamil. So the approach in language is through

### 1) Biliteracy Approach

The biliteracy approach, which teaches two languages simultaneously, can improve children's cognitive and academic abilities. This approach allows students to develop skills in both the mother tongue and the second language, which helps in the transfer of skills between the two languages. (Vishnu Yuwono, 2020)

### 2) Critical Literacy

Critical literacy invites students to analyze and understand texts in depth, as well as question the social and political context behind the texts. This approach not only improves language skills but also develops critical and analytical thinking skills. (Ninawati, 2019)

In accordance with the above approach, language development must use the integration of technology in language learning to offer effective tools for independent practice and real-time feedback. Technology such as language learning apps, educational games, and e-learning platforms can enrich students' learning experiences and increase their motivation. Era 4.0 has many challenges that are developed through education and language, namely: (Yentri Anggeraini, Abdurrachman Faridi, Januaryus Mujiyanto, 2019)

### 1) Social and Cultural Diversity

Social and cultural studies show that students' social and cultural diversity can be a challenge in language learning (Maziyyatul Muslimah, 2021) . Students with different cultural and linguistic backgrounds may require different teaching approaches to achieve the same success. Therefore, an inclusive and culturally sensitive teaching approach is essential.

### 2) Digital Divide

While technology can enhance language learning, there are challenges related to the digital divide. Not all students have the same access to technology or the support needed to utilize it effectively. Teachers need to be given adequate training to use technology in language learning and ensure that all students have equal access to digital resources.

## 2.2 English

Minister of Education and Culture Regulation No. 262 of 2022 stipulates that English is an optional subject that can be offered based on the readiness of educational units. The local government facilitates the administration of English subjects, such as enhancing competency and supporting educators. Educational units that are not prepared to offer English as an elective subject can integrate English content into other subjects and/or extracurricular activities. This integration involves the community, school committees, student volunteers, and parental guidance. (Kepmendikbudristekdikti, 2022).

English in Indonesia is generally taught as a foreign language. The term 'foreign language' in the field of language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in the particular country where the language is taught. (Mutia Dewi Kinanti, 2020). In providing global language learning, namely English, the Government 'entrusts' local knowledge. This is certainly very interesting to look into further considering that this phenomenon has at least two implied sides: (Muhamad Nukman, Neni Mariana, 2024)

1. There are government efforts to internationalize local values for learners of English as an international language
2. There is a glocalization effort in foreign language learning so that what the learner gets are elements that are very close to their surroundings, so that this effort can slightly filter out the powerful cultural influences that foreign language learners will receive.

English language learning can be challenging for students due to pronunciation complexities. Mastering accurate pronunciation is crucial for effective communication. Students benefit greatly from developing strong English language skills, which foster cross-cultural understanding. Effective integration between teachers and students, respecting cultural values, enhances this learning process (Bakri, Ahmad, Andika Saputra, & Sashari, 2023).

Implementation of learning is a process of teaching and learning activities that is based on learning planning with the support of learning resources. Learning evaluation is the process of measuring the achievement of learning planning and implementation. (Mega Febriani Sya, 2020)

### **2.3 Industrial Era 4.0**

In the 4.0 era, humans are the center of civilization and technology with the results of culture, so that humans are not the objects of technology but humans are the subjects in controlling technology or what is known as the Human Centered Society . (Budi Santoso, Mukhlas Triono, 2023). The rapid development of technology means that the learning process is not more centered on the teacher (teacher center), but in the new government curriculum the emphasis is on student-centred learning (student center), therefore the government is implementing the Higher Order Thinking Skills (HOTS) learning system. which is a high-level thinking process in solving problems. (Novan Ardy Wiyani, 2022)

The concept of revolution initiated in Japan further encourages the role of humans in overcoming the progress paradigm of the industrial revolution 4.0. This means that in the era of society 4.0, humans are required to have greater abilities in solving complex problems, thinking critically and creatively. Availability of high-tech trends in automation and data exchange during the industrial revolution 4.0 such as cyber-physical systems, internet of things, cloud computing, and cognitive computing. (Bambang Yuniarto, 2021)

Global perspective education or also called global education means education that provides global insight to equip students to enter the era of globalization so that students are able to act locally based on global insight. Education that utilizes local and global advantages in aspects of economics, arts and culture, human resources (HR), language, information and communication technology, ecology, etc. into the school curriculum which is ultimately beneficial for developing student competencies which can be utilized for global competition. (Suradi, 2018)

In this new realm the cyber physical world will cooperate and work side by side with the human world. It is often pointed out that digital transformation has a drastic impact on conventional industries, and also increases social complexity, and some negative aspects of digital society, such as security risks and privacy issues are now becoming clear (Sari, 2023) . At the same time, the trend of creating new value through digital technologies and contributing to the society of the future can now be seen all over the world. The evolution of digital transformation is not an inevitable path. Therefore, these negative aspects must be

shared and recognized. It is critical to address these challenges by engaging multiple stakeholders at various levels to share the same vision of the future. (Diyah Rieka Rahmawati, 2020)

In the era of society 4.0, schools and teaching staff will certainly have a very important role. Where in this era learning activities do not only focus on one source, namely books. However, teaching staff must be ready and open to receiving information from various other sources. Apart from this, teaching staff must also have skills and have leadership, digital literacy, communication, entrepreneurship and problem solving abilities. (Marianus Subandowo, 2022)

## DISCUSSION

### 4.1 Elementary School Students' English Language Ability in Indonesia in the Technological Era 4.0

Table 1. Elementary School Students' English Language Ability

Source	Web	Data	Coding
Meiliana Nurfitriani, et al	file:///C:/Users/ASUS/Downloads/fahminugraha,+1628-Article+Text-5767-1-6-20211030.pdf	Themes are developed of course by taking into account the child's knowledge, interests and environment. Each skill in English is also not taught separately but is learned in an integrated manner with other skills.	Skill
Honest Ummi Kaltsum	<a href="https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/6661/33.honest%20ummi%20kaltsum.pdf?sequence=1&amp;isAllowed=y">https://publikasiilmiah.ums.ac.id/bitstream/handle/11617/6661/33.honest%20ummi%20kaltsum.pdf?sequence=1&amp;isAllowed=y</a>	English at Muhammadiyah Elementary School applies the 2013 curriculum for all subjects but there are modifications to English lessons	Modification
Ichda Faridatuunnisa	file:///C:/Users/ASUS/Downloads/handoyo,+Journal+manager,+7510-14434-1-SM.pdf	The Indonesian government has realized and responded to this condition, so that in 1993 the government through a Decree of the Minister of Education allowed schools to teach English at the elementary school level as a Local Content subject.	Local content
Andini Cesare Ardaya, Salsa Annisa Rahmadani, Fitri Alfarisy	<a href="https://japendi.publikasiindonesia.id/index.php/japendi/article/view/481/894">https://japendi.publikasiindonesia.id/index.php/japendi/article/view/481/894</a>	Shows that the implementation of the 2013 curriculum policy at State Elementary School 155 Gresik still includes English as a subject at school whose position is in extracurricular activities	Extracurricular activities
Sjafty Nursiti Maili	file:///C:/Users/ASUS/Downloads/1203-Article%20Text-3457-	English language learning needs to be taught to students with the aim of	Technology

	1-10-20180421.pdf	developing technology	
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Learning English for Elementary School (SD) students is a process that focuses on introducing the basics of English to children (S. Sumihatul Ummah MS, Desty Endrawati Subroto, Muh. Zuhdy Hamzah, 2023) . Independent curriculum is English includes local content learning and the English teacher prepares learning using *skills* that encourage students to learn English. English learning can be done in the classroom and outside the classroom (Muthiara Firdaus & Elise Muryanti, 2020) . English is taught in schools as learning that has quality development value for students.

The English language learning curriculum includes a number of plans, objectives, teaching materials, and evaluation tools to support the learning implementation process. Elementary English learning seeks to help absorption, development (of science, technology, arts and culture), and fostering relations with other countries. (Mega Febriani Sya, 2020). English learning hours in the independent curriculum are 72 hours in 1 semester. So this learning still needs to be improved a lot with the aim of making English learning more effective by reviewing the independent curriculum. Apart from that, learning English is difficult for students, so in its implementation the English language curriculum is integrated with several other lessons. (Maili, 2018)

In practice, the addition of English mulok can be provided in elementary schools as long as the school considers the addition of mulok to be relevant and in accordance with the surrounding conditions and the school is able to provide the necessary facilities related to learning materials and teachers to support English language learning. (Ichda Faridatuunnisa, 2020). English as a local content learning subject is carried out in accordance with the curriculum. However, English in elementary schools was considered by the Education and Culture Ministry to only burden students, officially starting in the 2013/2014 school year. The planned elimination will be carried out in stages until 2016/2017. In reality, English is still used and schools are given the freedom to do or not carry out English language learning in elementary schools. The government gives elementary schools the opportunity to decide to implement English or not to implement English and the implementation of English in elementary schools is

carried out without disturbing other subjects taught in elementary schools. Framework of learning carried out at school using e-modules in learning activities.

Linguists and anthropologists have long argued that language functions as a tool to reflect the cultural values of the society in which it is used. Therefore, for learners of a language, having language competence alone is not enough to master the language. This statement is one reason to emphasize that scientifically culture has a very close relationship with language, both in social and educational contexts. In a social context, language becomes a medium for communicating and conveying ideas, experiences and information about the world around it. (Fitri Alfarisy, 2021)

This North Sumatra local wisdom-based teaching e-module for English learning subjects was developed by combining text, images, learning videos and conversation exercises which can provide a new learning atmosphere so as to attract interest in learning and increase students' enthusiasm for learning. The advantage of this e-teaching module is that it can increase students' interest and enthusiasm for learning so that it influences student learning outcomes. Apart from that, this teaching E-Module is very easy to use, and easy to access via any electronic device so it can be used anywhere and at any time. This teaching e-module can also be used independently by students because it is easy to use. (Ni Komang Ayu Miana Aprilia Dewi, 2023)

Learning components which include vocabulary, pronunciation and grammar are taught in the English program in detail: the low class places more emphasis on vocabulary, while the high class covers all three aspects. Learning techniques in high class or class 5 use grammar. So what teachers use in grammar is in the form of: (1) presenting the language patterns or rules needed to speak simple English, for example the tenses used are simple present, present continuous, and simple past tense, (2) giving students the opportunity to practice together. friends regarding the grammar patterns obtained, and (3) using pictures if necessary. Vocabulary learning for higher classes (lower classes) is mostly used with the Listen and Repeat technique, upper classes introduce more varied vocabulary. For pronunciation, other learning techniques used by teachers are: 1) pronouncing the sound clearly, 2) contrasting the letter with other letters or sounds, and 3) showing how to pronounce the sound or word. (Revika Niza Artiyana, 2018)

The new English language meets local needs to help students gain better practical knowledge for the application of English in a local context and emphasizes students' interests,

initial experiences, and the development of students' English language competencies in the context (Muhammad Saibani Wiyanto & Dwi Rama Dwiyantri, 2022). English teaching human resources are carried out through planning, implementation and evaluation. The material taught in school learning is by improving and utilizing resources and facilities and infrastructure in the school and community environment (Oktavia, Nur Habibah, & Ridho Kurniawan, 2023)

#### 4.2 Students' English Competence in Indonesia is So Good in the 4.0 Era

**Table 2**

##### **Students' English Competence in Indonesia is So Good in the 4.0 Era**

Source	Year	Web	Data	Coding
Devinta Puspita Ratri	2023	file:///C:/Users/ASUS/Downloads/Fix+6_100-114_admin,+Devinta_Artikel+Gramaswara.pdf	Teachers to design the development of teaching materials that are augmented with digital technology. Workshop activities include training presentations from experts, implementation which consists of designing and presenting material as well as getting feedback, and evaluation.	Training
Mardhatillah	2019	file:///C:/Users/ASUS/Downloads/1.pdf	The suitability of learning media which is influenced by local wisdom has a good impact, with the BSNP (National Education Standards Board) standard with an average score of 2.87, meaning it is suitable for use but needs to be developed.	Development
Wina Nurfitriani, Sumarmi, Haryono	2018	<a href="https://core.ac.uk/download/pdf/267023858.pdf">https://core.ac.uk/download/pdf/267023858.pdf</a>	Implementation of local wisdom in the learning process can be done by integrating local wisdom in teaching materials. The development of thematic teaching materials based on local wisdom aims to instill a virtuous character, improve students' understanding and learning outcomes and instill an attitude of concern for the potential of their region.	Character
Muzakki r	2021	<a href="https://www.academicreview.com/index.php/jh/article/view/16/16">https://www.academicreview.com/index.php/jh/article/view/16/16</a>	More strategic learning can be done by means of education based on cultural values for teaching and learning in context.	Culture value
Didit Kurniadi, Suprpto	2022	<a href="https://jurnal.globalhealthsciencegroup.com/index.php/PSNPKM/article/view/1921/1489">https://jurnal.globalhealthsciencegroup.com/index.php/PSNPKM/article/view/1921/1489</a>	Before learning is carried out on students, teachers need human resource training, with integration of local culture.	Human Resources

Innovation in education is often associated with renewal that originates from the results of creative thinking, findings and modifications that contain ideas and methods used to overcome an educational problem. (Mardhatillah, Verawati, Evi Evianti, 2019)

Local wisdom in elementary schools is expressed in learning, namely learning English. English in elementary schools has implications for social science lessons and all forms of local community activities studied by students (Honest Umami Kaltsum, 2017) . Local wisdom is very important for students to learn, especially in elementary schools. Local wisdom in elementary schools is expected to be the foundation or basis for the introduction of local culture to students. The hope of implementing local content in elementary schools is that students will be able to preserve the culture that exists in the local area . (Salmia, 2023)

Students' English competency builds curiosity and inquiry skills through exploring the culture and resources of the surrounding community or a particular region, as well as their development. Students study the processes and reasons local/regional communities can develop as they do, the concepts and values behind local arts and traditions, and reflect on the values that can be adopted and applied in their lives (Dewi Rahmadayanti, 2022). Integrating elements of English language competency, namely using audio-visual and multi-media, can help students develop the ability to adapt to social and technological changes that continue to develop. This shows that by integrating local wisdom into English language competency, students will gain a clear view of their national identity (Miranti Eka Putri, 2023).

English competency is carried out to develop vocabulary, attract students' interest in learning, and foster a sense of wanting to do things that meet the very good and good categories so that they are suitable for use. Good competencies are designed directly and are interrelated so that they are able to stimulate students' thinking patterns and can be a means of communication for teachers and students. (Nurlaila Tuanany, 2017) in this case elementary school students can develop several English language competencies that are relevant to the 4.0 era. These competencies include: (Adrias, Yanti Fitria, Hasmai Bungsu Ladiva, Agus Ladiva, 2023).

1. **Effective Communication:** Students are able to communicate well in English both orally and in writing. This is important for international collaboration and global resource utilization.

2. Critical Thinking and Problem-Solving Skills: English language learning is integrated with material that challenges students to think critically and solve problems in relevant contexts.
3. Information and Communication Technology (ICT) Skills: Students are taught to use ICT tools in the English language learning process, such as language learning applications, online collaboration platforms, and digital resources.
4. Creativity and Innovation: Students are encouraged to express their ideas creatively in English, for example through writing projects, multimedia presentations, and drama.
5. Collaboration and Teamwork: English learning involves many group activities that encourage students to work together, share ideas, and complete assignments together.

Learning essential English and developing student competence in its phases by developing natural resources that integrates with local wisdom, students can learn more deeply, meaningfully and happily, without rushing. Learning is much more relevant and interactive through project activities that are integrated with cultural development, for example, the Sampuraga story (Fitriani Lubis, Shalman Al Farisy Lubis, 2021) .Exploring the sampuraga story as describing a life phenomenon or a series of events that occurred in the past. The story is something that students do and are able to take a good attitude or character based on folklore. Apart from that, there is additional development of *vocablery*, which is developed according to the students' abilities (Annida Nurhaniffa, 2022) . The direct experience provided in the independent curriculum incorporates local wisdom in learning English, namely shaping students' character, psychomotor and cognitive abilities. (Indra Harahap, Sholahuddun Ashari, 2021)

### 4.3 Implications of Student English Competency Issues in Indonesia Era.4.0

**Table 3. Implications of Student English Competency Issues in Indonesia Era.4.0**

Source	Year	Web	Data	Coding
Mita Muharomah	2019	<a href="https://osf.io/preprints/inarxiv/kg2up">https://osf.io/preprints/inarxiv/kg2up</a>	English as an international language is still less popular in the global era. Which has a role in educational progress	Less popular
Nursaima Harahap, Lisa Fitri Meidipa, Yulia Rizky	2023	<a href="https://jurnal.ugm.ac.id/index.php/jurnalnauli/article/view/1175/953">https://jurnal.ugm.ac.id/index.php/jurnalnauli/article/view/1175/953</a>	Material teach can customized with need student And development technology. Wrong One form development technology in education is usage internet in process learning or Which hit lwithe-learning .	E-learning

Ramdhani				
Putu Ayu Paramita Dharmayanti1, Luh Putu Dian Sawitri	2024	<a href="https://e-journal.unmas.ac.id/index.php/js/article/view/7699/6486">https://e-journal.unmas.ac.id/index.php/js/article/view/7699/6486</a>	Integration in language learning in a global era where language interaction is still minimal with technological developments	Minimal language development
Dian Wahyu Danial	2020	<a href="https://jurnal.untirta.ac.id/index.php/Hermeneutika/article/view/9759/6675">https://jurnal.untirta.ac.id/index.php/Hermeneutika/article/view/9759/6675</a>	Local wisdom can be a filter for cultural globalization which still has pros and cons, there are those who use English only in everyday life	National language
Balqis Husain	2016		Understanding the multicultural culture that the Indonesian people have, in this way the pride and sense of nationalism towards the nation will become stronger.	Multicultural

Activities are carried out offline in 5.0 era learning activities with a curriculum using the independent curriculum. The concept used in learning activities is using digital storytelling media based on local wisdom. Digital storytelling is carried out based on local wisdom by developing natural resources that exist in the regional environment, or carried out using videos to increase student learning motivation. (Arik Susanti1, Anis Trisusana, Zainul Aminin, 2021)

The era of globalization or known as the free market requires every individual to prepare reliable resources, especially in the field of communication. The role of English is very necessary in mastering communication technology in direct interaction. As a means of global communication, English must be mastered actively, both verbally and in writing. (Diah Kusyani, Yunita Mutiara Harahap, 2023)

Introduction to foreign languages from an early age helps children's language development to become more familiar with English. Even though there are very few opportunities to use English in Indonesia, the more familiar a child is with English, the easier it will be for the child to continue learning a foreign language at a higher level. (Rintaningrum, 2019)

English is a learning subject carried out in schools with the aim of broadening students' knowledge and language development. Local wisdom has an influential impact on students' communication or conversations. So, the impact of local wisdom in learning English at SD IT Al-Munawwar (Imanuel Kamlasi, 2019) includes:

1. Incorporating of Mandailing Natal Folklore in English Language Learning: Teachers can utilize Mandailing Natal folklore which is rich in local values to teach English vocabulary, grammar and listening skills to students. Through these folk tales, students can learn English while understanding and appreciating their own cultural heritage.
2. Integration of Local Vocabulary and Phrases: Teachers integrate Mandailing Natal vocabulary and phrases into English lessons, helping students recognize and use local language in English conversations.
3. Enhancing Cultural Understanding Through English Learning: English learning serves as a platform for students to understand Mandailing Natal cultural values, such as family, unity, and cooperation.
4. Extracurricular Activities Fusing English and Mandailing Natal Culture: Schools organize extracurricular activities that blend English language learning with Mandailing Natal cultural practices, including cultural festivals, artistic performances, and guest lectures on local wisdom.

Learning English through local wisdom fosters a positive influence by integrating community-based learning. This approach creates a learning environment that connects cultural elements from the community, intertwining them with the educational process (Fazrul Prasetya Nur Fahrozy, Aceng Ali Nurdin, 2022). Culture, particularly learning rooted in local traditions, serves as a tool integrated into the learning process, motivating students to apply their knowledge. In the context of the 4.0 era, which influences local wisdom, English learning evolves alongside advancements in various sciences and technologies (Rosvita Flaviana Osin, 2020).

## CONCLUSION

English as a local content learning subject carried out in elementary school education. English language education was once abolished in local content learning subjects. However, English language learning was carried out again as a local content learning subject starting from the 2013 curriculum to the independent curriculum. The era of education 4.0, the ability to learn English in elementary school students, with technological developments as observed at SD IT Al-Munawwar, has significant implications. The integration that is developed in English language skills can be done through local wisdom in English language learning, not only enriching students' learning experiences, but also strengthening the relationship between language, culture and student identity. By utilizing local culture, such as Mandailing Natal culture, in the context of learning English, students can develop their language skills while understanding and appreciating the local wisdom heritage of the Mandailing Natal area.

Apart from that, competence in English provides a more effective influence on English language learning activities by being developed through independent curriculum guidelines. One thing that is often used in developing English language competence, namely media through local wisdom, is folklore about sampuraga. This helps increase student engagement and strengthens their confidence in speaking English. Through this approach, learning English is no longer just an academic goal, but also a means to deepen understanding of local culture and enrich students' identities.

Implementation is carried out in the process of implementing and planning English as a language which is carried out in learning through training. Training in English is carried out through various media to develop students' vocabulary and communication skills so that story telling as a student implementation influences student achievement in learning. opportunities for student story telling through natural resources and also learning media sources.

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