

The Development of Indonesian Language Learning Materials Based on Local Wisdom of the First Grade Students in Sma Negeri 3 Palopo

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Abstract—This study was a research and development, with the aim of producing the development of Indonesian language learning materials based on local wisdom. There were three steps in this research and development. The first was a preliminary study. It was the literature studies and field studies. The second was the development study starting from analyzing the development of learning materials, the design of the initial product (prototype), and the development of Indonesian learning materials based on local wisdom. The third was an evaluation. It was conducted to test the effectiveness and feasibility of the development of Indonesian language learning materials based on local wisdom. The data of test results show that students' average score reaches 82.31 from 30 students who were tested. The highest score is 87.70, and the lowest score is 73.60. Of the 30 students who worked on the student worksheet, there are 25 students (83.33%) who have a very high score category, and five students (16.67%) are in the high score category. Based on the learning outcomes regarding the mastery standard of the class namely 75%, the data show that students' work has been completed because there are 90% of 30 students who have reached the mastery standard of the class. Therefore, the use of Indonesian language learning materials based on local wisdom is feasible and suitable to be applied in accordance with the level of capabilities and characteristics of the first-grade students in SMA Negeri 3 Palopo.

Index Terms—learning materials, local wisdom, and High School students

I. INTRODUCTION

The development of learning materials is a design of activity or learning experience, which refers to the principles of true learning. The learning activities not only instill the attitude, knowledge and skills but also to transform attitudes, knowledge, and skills into a competency. In the activity of transforming attitudes, knowledge, and skills, many teachers have problems in that activity, and it affects the teaching and learning process that is not maximal in the classroom. Therefore, teachers should develop learning materials before they perform teaching and learning activities in the classroom.

The development of Indonesia language learning materials that is intended in this description is the development of Indonesian language learning materials based on local wisdom. Local wisdom based learning is learning that utilize local wisdom. Asmani, (2012, p. 29) suggests that local wisdom is something that characterizes regionalism which includes aspects of the economy, culture, information technology, communications, ecology and so on. This study aims at developing Indonesian language learning materials based on local wisdom in senior high school. As a matter of learning the Indonesian language, then the Indonesian language learning is based on science, while learning materials are based on local wisdom. The theoretical benefits of this research are to enrich the science, especially Indonesian language learning in senior high school based on local wisdom. There are two practical benefits of this research. The first is to be a guide for teachers to develop Indonesian language learning materials based on local wisdom. The second is to increase the competence and interests of students in Indonesian language learning which can achieve maximum learning success.

II. LITERATURE REVIEW

A. *Theory of Language Teaching*

The linguists have different views on language learning. The differences were due to their opinion of the nature of language. Among their point of view, there are conflicting, but some are mutually supportive and complementary. Therefore, every teacher should have the skills in selecting learning strategies for each type of learning activity. According to Nunan (1991), in the process of language learning, learners need a strategy both top-down and bottom-up. The top-down strategy focuses more on messaging and text structure as a whole. The bottom-up strategy concentrates on the aspects of oral and written messages, such as phonemes, graphemes, basic words, and grammatical elements that are required to understand either oral or written delivered message. Here, the author will discuss the theory of first language teaching, namely structural and transformational generative on second language teaching theory is known as the theory of Krashen.

1. *Structural theory*

The structural theory is pioneered by Ferdinand de Saussure (1857-1913), and it is developed by Leonard Bloomfield (1887-1949). Ferdinand de Saussure explains the nature of language and differentiates between thinking and sensory aspects. He also explains the relationship between the formula of language and meaning. The language will not be meaningful if the speaker and the listener are not able to understand. Furthermore, Bloomfield (in Kushartanti, 2005, p. 216-217) reveals that in giving the language, the language must be away from the size of speculative and mentalistic.

Some key points of this theory according to Majid, (1981, p. 22- 23) are as follows.

- 1). The ability of language is acquired through habituation, training, and strengthening.
- 2). The language starts from speech or oral communication.
- 3). Each language has its own system that differed from the other language.
- 4). Each language is a complete system for expressing native speakers.
- 5). Each language has always followed the changing times.
- 6). The source of standard language lies in the mother tongue of speakers.
- 7). Indeed, exchange thoughts, ideas, and communication among people are the ultimatum goal of language.

2. *The transformational-generative theory*

This theory was pioneered by Noam Chomsky, American linguist, who emerged around 1957. This theory found that every speaker must have knowledge of the rules of language and knowledge of language skills. Furthermore, Chomsky (1957) suggests that language proficiency can be divided into two kinds of competence and performance. Competence is the knowledge of the language system which includes syntax, morphology, phonology, and semantics. Performance is utterances that can be heard or read that is the original utterances.

3. *Krashen theory*

In the process of language acquisition, Krashen explains the five hypotheses to be considered in second language learning. The fifth hypothesis is as follows (1) The Acquisition-Learning hypothesis, (2) the Monitor hypothesis, (3) the Input hypothesis, (4) the Natural Order hypothesis, (5) and the Affective Filter hypothesis. (Indihadi, 2007, p. 17-20).

B. *Approaches in Indonesian Language Teaching*

The approach is a set of assumptions that handles correlative nature of language teaching and learning. The researchers applied an axiomatic approach. The approach provides the essence of the subject being taught. Approach refers to a theory about the nature of language and language learning theory that became the basis for the principles and practices of language learning. Cahyani, (2011, p. 89) suggests that the approach is a theoretical basis for such a method.

1. *Communicative Approach*

Tolla, (nd, p. 12) suggests that the communicative approach requires language learning materials to be served with themes that are exposed above the discourse so that the linguistic component is not disjointed.

Thus, the communicative language teaching approach aims at establishing communication competencies, not merely shaping linguistic competence. Therefore, in language teaching, students are guided to be able to use the language in various contexts of communication, not to know about the language.

2. *Integrated Language Teaching*

Nielsen (in Putrayasa, 2006, p. 6-7) states that an integrated approach is a learning approach that is deliberately linking aspects of inter- and inter-subject areas so that students acquire knowledge and skills as a whole and simultaneously in a meaningful context. Therefore, the size of the integration in an integrated learning is that the learning is performed consciously, deliberately, purposefully, and systematically that can help children to understand a specific topic or general idea from all sides.

3. *Process skills approach*

Process skills approach is an approach to language learning to develop students' potential in the process of language, namely listening, speaking, reading, and writing. Santoso (2004) reveals that the process skills approach provides greater opportunities for students to engage actively and creatively in the process of language acquisition.

4. *Contextual Approach*

Contextual approach is conducted with the involvement of seven major components, namely constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment (Nurhadi, 2004, p. 31).

C. Theory of Language Learning

1. Behavioristic Learning Theory

The behavioristic theory is a theory proposed by Gage and Berliner about changes in behavior as a result of the experience. Behavioristic theory views that learning is a change in behavior. A person is considered to have learned something if he or she had been able to demonstrate a change in behavior. According to Budiningsih (2012, p. 22), learning is a process of interaction between stimulus and response, but the response to the stimulus that is intended must take the form of behavior that can be observed and measured.

2. Nativist Theory

This theory emerged from the philosophy of nativism as a form of philosophical idealism, and this theory generates a view that children's development is determined by heredity, inborn, innate and natural factors. The pioneer of the theory of nativism is Arthur Schopenhauer. He was a German philosopher who lived from 1788 to 1880. This theory argues that the development of the individual is determined by innate since he or she was born. Environmental factors are considered less influential on the development and education of children. The nativist view is sourced from Leibnizian Tradition, a tradition that emphasizes the ability of a child. The development results are determined by inborn and genetic of both parents.

3. Cognitive Theory

This theory holds that the learning process would be meaningless if the learning materials learned by the students are connected to the knowledge that has been owned by the students in the form of cognitive structure (Ausubel in Budiningsih (2012, p. 43). Thus, the new information must be customized and linked to the knowledge that has been owned by the students to make the process of learning becomes meaningful. The task of the teacher is to show the relationship between things that are being studied and the things that have been known to the students.

4. Constructivist Theory

Experts claim that constructivism learning environment strongly supports the emergence of various views and interpretations of reality, construction of knowledge, as well as other activities that are based on experience. Budiningsih (2012, p. 60) states that constructivism is reached because the reality is there on one's mind.

D. Instructional Material Development

1. Definition of learning material

Learning material is one component of the learning that has a critical role and should receive a major portion of interest in learning. Learning materials is the knowledge, skills and attitudes that must be mastered by the student to meet the defined core competencies (Mulyasa, 2006). Furthermore, learning materials is a set of learning components that are arranged systematically, to show the unity of competencies which students will learn in learning activities (Minister of National Education, 2008).

2. The position and function of learning material

Learning material is a leading position of curriculum content. Richards (2001, p. 113) suggests that the curriculum places emphasis on the intrinsic value of learning materials, and it is instrumental in developing the intelligence of students, human values, and rationality. Therefore, learning materials should be prepared to provide a learning experience as a whole to the students to develop the attitudes, skills and knowledge that are required in learning.

3. Guidelines in selecting learning materials

Knowledge has a broad scope and has a various type. Therefore, before determining what material will be presented to the students, the step that should be held by the teachers is selecting the learning material based on certain guidelines. Some guidelines are intended. The first is the material adjustments to the objectives and competence. The second is the adjustment to the subject matter or discussion topics. The third is the material adjustments to the method that has been selected. The fourth is a material adjustment to the media. The fifth is the material adjustment to the needs of students. The sixth is the material adjustment to the environment. The seventh is the material adjustment to the allocation of time.

4. Steps in selecting learning material

Ministry of Education (2006) suggests that the steps in choosing learning materials are as follows:

1). Identifying the aspects contained in the core competence and basic competences

Before determining the learning material, aspects of core competencies and basic competencies that must be learned or mastered the students need to be identified. These aspects need to be determined because every aspect of core competence and basic competences requires the kind of material of different learning activities. Every aspect of the core competencies requires learning materials or teaching materials that are different to help the achievement.

2). Identifying the types of learning materials

In line with the different kinds of aspects of core competencies, (Hamalik, 2003) states that learning materials can also be divided into some types of material into the aspects of cognitive, affective, and psychomotor. These three aspects will be described as follows.

(1). cognitive aspects in detail can be divided into four types, namely: fact, concept, principle, and procedure. These four types will be described as follows.

a. The fact is material in the form object names, place names, people's names, symbols, historical events, names of parts or components of an object, and so forth. For example, the types of drama and theater.

b. The concept is in the form of understanding, definition, the essence, and the core content. For example, the characteristics of drama and theater.

c. The principle is in the form of arguments, formulas, and paradigms. For example, the development of drama and theater writing.

d. The procedure such is in the form of steps to do things sequentially. For example, writing step development of drama and theater.

(2). Learning materials with the affective aspects include giving a response, reception (appreciation), internalization, and assessment. For example, showing a scientific attitude during the discussion.

(3). Learning materials with motoric aspects consist of an initial move, semi-routine, and routine. For example, compiling reports on the characteristics, types, and the development of drama and theater.

3). Selecting the type of material in accordance with core competence and basic competences

Select the type of material in accordance with the core competencies that have been determined. The thing that also needs to be noted is the amount or scope sufficient so that it can facilitate students in achieving core competencies. Based on the aspects of core competencies and core competencies that have been identified, the next step is selecting the type of material in accordance with aspects contained in the core competencies and basic competencies. The materials that will be taught need to be identified whether the materials are included in facts, concepts, principles, procedures, effective, or integrated type of material.

4). The principle of developing learning materials

The purpose of preparing learning materials is to facilitate teachers and students in the learning process.

Department of Education (2008) notes some basic principles of material development as follows.

(1). The first is relevance. It means that learning materials should be relevant to the achievement of core competence and basic competence. If the expected ability to be mastered by the students is in the form of memorizing facts, then the learning material that is taught must be a fact, not a concept or principle or any other kind of material.

(2). The second is consistency. It means that if the basic competencies that must be mastered by the students consist of four competencies, then the kinds of material that should also be taught have to include four kinds of the competencies.

(3). The third is adequacy. It means that the material that is taught should be sufficient to help students to master the basic competencies. The material should not be too little, and should not be too much. If the material is too little, then it does not help the students to achieve the maximum core competence and basic competence. On the contrary, if the material is too much, then it will result in a delay in the achievement of the curriculum.

Based on the description above, it can be concluded that the Indonesian language learning materials need to be developed after examining the curriculum, especially the aspect of competence that has been determined.

5. The types of learning material

The types of learning material can be classified as follows:

1. The fact is everything in the form of reality and truth including the names of objects, historical events, symbols, place names, people names, the names of the components of an object, and so on. For example, describing the aspects of identity that will be introduced.

2. The concept is everything in the form of new definition that could arise as a result of thought, including the definition, understanding, special character, essence, core, content, and so on. For example, selecting and using the proper greeting words.

3. The principle is the form of the main things, the principal, and has the most important position, covering proposition, formula, adage, postulate, paradigms, theorems, and the relationship between concepts that describe the implications of causation. For example, the principle of the development of drama and theater writing.

4. The procedure is systematic steps in doing an activity and chronology system. For example, the describing the contents of introductions in the right order by using proper language.

5. The attitude or value is the learning outcomes that describe the aspects of attitudes such as the value of honesty, compassion, mutual help, enthusiasm, and interest in learning and work. For example: using the language style with polite speech (MONE, 2008, p. 3-4).

E. Learning Materials Based on Local Wisdom

Learning materials based on local wisdom or PBKL is learning that utilize local wisdom. It is a regional characteristic that includes the aspects of regional economic, culture, information and communication technology, ecology and others which are useful for the development of student competence. (Ministry of National Education, 2008).

The concept of the development of local wisdom refers to some potencies such as:

a. Natural resources potency

According to Asmani, (2012, p. 33) natural resources potency is the potency which exists in the earth and is beneficial to human survival and the surrounding community. Natural resources potency is the potency that is inherent in the earth, water, and sky that can be utilized for various purposes of life.

b. Human Resources potency

Human resources (HR) is defined as human beings with their potencies that can be harnessed and developed to become social beings who are adaptive and transformative, and were able to empower the potencies of the surrounding nature equally and sustainably (Wikipedia, 2006) and Asmani, (2012, p. 36).

c. geographical potency

Geographical potency covers formal objects and material objects. The formal object of geography is the geosphere phenomenon consisting of the Earth's atmosphere, weather and climate, lithosphere, hydrosphere, biosphere, and anthroposphere. Assessment and utilization of local wisdom in the geographical aspect is very typical because this approach requires the study of geography.

d. Historical Potency

Local wisdom in historical concepts is a potential history in the form of relics of ancient objects and traditions that are still preserved today. Historical concepts that are utilized as an inherent local wisdom are the heroic sons of the soil. For example, Andi Jemma as a national hero who came from Luwu and had high patriotism, powerful spirit, honesty, firmness, and others will not only be a matter of local content but also can be one of the important factors in the development of character education.

III. METHOD

A. The Types of the Research

This study was a research and development (R & D) by applying some stages as demonstrated by Borg and Gall (2003) and Sugiyono (2008).

B. Research Design

The research design that combines Model of Borg and Gall & Sugiyono can be described in figure 1

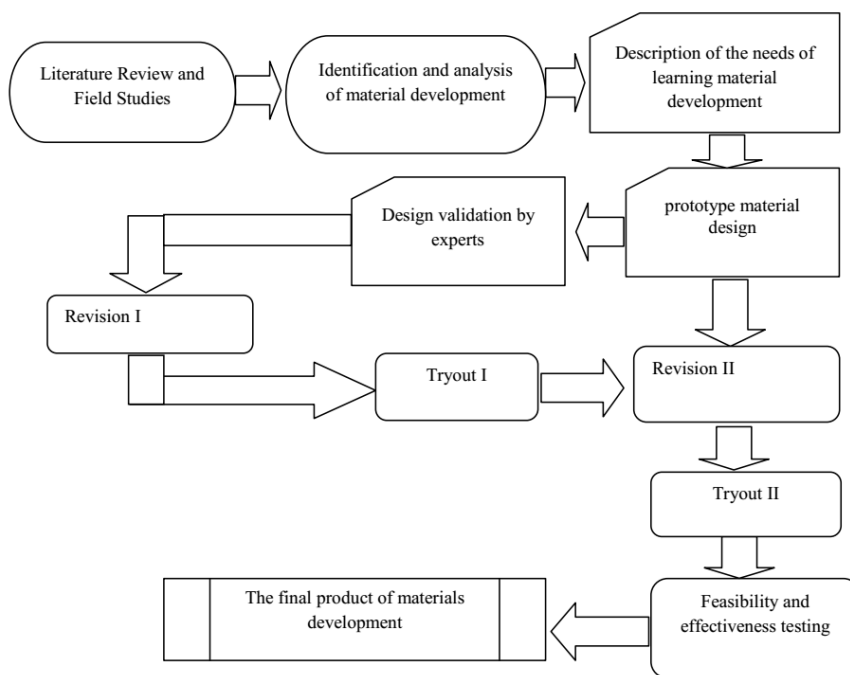


Figure 1. Research Design

C. The Location and the Subjects of the Research

This research was conducted at SMA Negeri 3 Palopo which was subjected to a trial implementation of Curriculum 2006 in the academic year 2014/2015, in Palopo. The subjects of this study are the first grade students class X-3 SMA Negeri 3 Palopo, in the academic year 2014/2015.

D. The Sources of Data

This research data is derived from (1) the process of the development of Indonesian language learning materials based on local wisdom, such as *durian, sagu* (sago), *cocoa, kapurung, maccera tasik, rambutan, dan Andi Jemma, dan jagung* (corn);(2) the validation of the developed learning materials, and (3) the implementation of the development of learning materials in the classroom.

The data consisted of oral and written data. The oral data were obtained from the verbal suggestions and criticism about the product revealed by linguists of Indonesian language learning materials development based on local wisdom, design expert of learning materials, practitioners (teachers), and students. The written data were in the form of a

correction, feedback, suggestions directly written on the product obtained from language learning expert, design expert of learning materials, practitioners (teachers), and students.

E. Techniques of Data Analysis

Data Analysis for the Validation of Learning Materials

Validity is determined using the method proposed by Gregory (in Hisham, 2011, p. 18), by calculating the average of the validation of all the validator for each criterion according to the following formula:

$$\bar{K}_i = \frac{\sum_{j=1}^n v_{ij}}{n}$$

Data Analysis for the Feasibility of Learning Materials

a. Recapitulating the results of observations in terms of the feasibility learning material development into a table that includes: aspect (A_i) and criteria (K_i).

b. Finding out the mean for every aspect of observation for each meeting with the following formula:

$$\bar{A}_{mi} = \frac{\sum_{j=1}^n \bar{K}_{ij}}{n}, \text{ in which:}$$

\bar{A}_{mi} = the mean of aspect i meeting m ,

\bar{K}_{ij} = observations on aspects i criteria j ,

n = the number of criteria in the aspect i .

c. Finding out the mean for each observation for n multiplied by meeting with the following formula:

$$d. \text{ Finding out the mean for each observation aspect } n \bar{A}_i = \frac{\sum_{m=1}^n \bar{A}_{mi}}{n},$$

e. Applying the category of the validity for each criterion or aspect or whole aspects by comparing the mean criteria or mean aspect (\bar{A}_i) or mean total (\bar{X})

Data analysis of teachers' activities in managing teaching and learning process

The determination of the data analysis of the teachers' activities in managing teaching and learning process refers to the categories of teachers' activities that have been set as the following table.

TABLE 1.
THE CATEGORIES OF TEACHERS IN MANAGING LEARNING ACTIVITIES

Interval	categories
$3,5 \leq AG \leq 4$	Very High
$3,0 \leq AG \leq 3,5$	High
$2,5 \leq AG \leq 3,0$	Fair
$1,5 \leq AG \leq 2,5$	Low
$AG < 1,5$	Very Low

Data analysis of Students' activities in teaching and learning process

a. The frequency of the observation of student's activities for every indicator in one meeting is specified. Furthermore, the mean of the frequency is determined for several meetings

b. To finding the percentage of the frequency of each indicator, it is conducted by dividing the amount of frequency and the number of frequencies for all indicators. Then the result of the division are multiplied by 100%. Furthermore, the mean of the percentage of time for several meetings is sought, and it is included in the average percentage of the table. The criteria used is the technique of categorization standards set by the Ministry of education and culture.

IV. RESULTS AND DISCUSSION

1. The prototype of the development of Indonesian language learning materials based on lodom of the first grade students in SMA Negeri 3 Palopo

The prototype of the development of Indonesian language learning materials based on the local wisdom of the first-grade students in SMA Negeri 3 Palopo is designed through some steps such as defining, designing, developing, and disseminating. He results of validation prove that the initial design is declared invalid only by one assessment so that there are a little revision and improvement of the validator.

After the design is declared valid, the next step is testing the model. The requirements to be met on testing the model is the practicality of learning materials. The practicality of learning materials is measured based on the feasibility of learning and the management of learning activities. The measurement of the feasibility and management of learning

activities is observed by two observers who have been selected to observe ten meetings of local wisdom based learning in class X-3 SMA Negeri 3 Palopo.

The feasibility of the study proves that the result of the mean score for ten times of the meeting is declared fully implemented. It means that the learning materials that have been conceived and developed are eligible to be used because the appropriateness values are in the range $3.0 < M < 4.0$ (implemented entirely). The intended aspect that is the relationship between learning material and the learning process based on local wisdom has been conducted entirely with the score of 3.45. The aspects of teaching material supports towards the achievement of objectives are also entirely accomplished with the mean score of 3.20. The aspect of applying the learning materials based on local wisdom has been conducted entirely with the mean score of 3.05. The development of learning materials that are relevance to local wisdom is also conducted entirely with the mean score of 3:25. In addition, the aspect of exercise intensity in accordance with the achievement of the objectives has been accomplished entirely with the mean score of 3:25.

Learning management during ten meetings shows a satisfied result. The results of teacher activities assessed by two observers are almost perfect, which reach 3.81 of the maximum rating score that is 4.00. It indicates that there is almost no constraint experienced by teachers in Indonesian language learning based on local wisdom in class X SMA Negeri 3 Palopo. It shows that all teachers feel comfortable with the Indonesian language learning based on local wisdom. It is proved that at all the stages of learning can be performed well. In addition, the success of teachers is also supported by excellent student responses during the ten meetings.

2. The effectiveness of the Indonesian language learning materials development based on local wisdom of the first-grade students in SMA Negeri 3 Palopo

The development of learning materials based on local wisdom is effectively applied in class X SMA Negeri 3 Palopo. It is based on the process and results of the use of learning materials in class X during the ten meetings that are ended with a test. In the process of learning by using learning materials based on local wisdom, it shows that the students are active and enthusiastic in following the learning activities. The students' activeness and enthusiasm positively affects the results of tests given at the end of the meeting in which the students can get high mean scores to the limit of the minimum criteria of mastery learning (KKM).

In the aspect of the students' activities where the students listen and pay attention to the information and explanations of teachers, there is a significant improvement in which the percentage of the first meeting is 69.99%, and the last meeting is 93.33% (very high category). Likewise, the aspects of listening and comprehending the material and concepts through Indonesian language learning based on local wisdom are also improving. In the first meeting, the percentage is only 70%, and in the last meeting, it becomes 90%. The aspects of responding the teacher's explanations, either by asking questions, giving advice, and giving comment are also increasing. In the first meeting, the percentage is only 66.66%. However, it improves significantly in the last meeting in which the percentage is 93.33%. The percentage of students' activities in reading, understanding, and trying to resolve the problem on the student activity sheet or exercises is only 71.66%. However, there is a significant improvement in the last meeting in which the percentage becomes 88.33%.

Furthermore, the percentage when the students discuss with friends, either by asking questions, giving advice, or expressing opinions in the first meeting is only 74.99%, and it increases in the last meeting in which the percentage becomes 91.66%. A significant improvement also occurs in the students' activities in communicating the answers in class discussions based on the guidance of a teacher and making a summary and conclusions of the materials studied in which the improvement is starting from the percentage of 66.66% to 91.66%. There is also a significant improvement of the other students' activities such as arranging themselves in groups, opening a program, receiving students' worksheet, asking for help from the teacher, and receiving homework. The high activity of students makes them busy. Even, they are rarely out of the classroom. They also do not do other activities outside tasks, such as not paying attention to the teacher's explanations, working the assignment from other subjects, or doing activities that are not related to teaching and learning process (sleeping, chatting, and daydreaming).

Thus, the students' activities in Indonesian language learning based on local wisdom in class X SMA Negeri 3 Palopo is very high. The student activities during the ten meetings show the increased graphs in all indicators of learning activity. The improvement displayed by the students from the first meeting until the last shows the compatibility between learning materials based on local wisdom and the students' character in learning. It means that the teaching material is suitable and appropriate to the class X-3 SMA Negeri 3 Palopo by viewing the conditions and situations that create students' who is active, creative, and fun in learning activities.

The high students' activities are in line with the test results. The data of test results show that the mean score of the students reaches 82.31 from of 30 students who were tested. The highest score is 87.70, and the lowest score is 73.60. Of the 30 students who worked on the student worksheet, there are 25 students (83.33%) having the score in the very high category, and there are five students (16.67%) are in the high category. It is stated that no students get a score in the medium, a low and very low category in doing exercises in students' worksheets. It indicates that students can understand the material based on local wisdom.

When measuring based on the completeness or achievement of KKM, then the percentage of the results of the students' work on the worksheets is as follows. There are 27 students (90%) with the 75 or more. It means that their score has been completed. In addition, there are three students (10%) who get an uncompleted score. Based on the

learning outcomes about the standard score the class which is 75%, it is stated the data of students' work has been meeting the standard because there are 90% of 30 students get the standard score.

Therefore, the use of teaching materials based on local wisdom is eligible and suitable to be applied in accordance with the level of capabilities and characteristics of the first-grade students in the class X-3 SMA Negeri 3 Palopo.

3. The views of teachers and students about the development of Indonesian Language Learning in Class X SMA Negeri 3 Palopo

The development of learning materials based on local wisdom is feasible if it is considered that gives a positive contribution to the improvement of learning. The teachers can implement and manage the learning well, and the students can follow the learning process actively so that the results are achieved in accordance with the curriculum targets. Indonesian language learning based on local wisdom in senior high schools according to the teachers needs to be taught. The teachers view on the aspect of knowledge and the introduction of local wisdom. If the local knowledge is not taught at secondary school level, it will be even harder to understand their local wisdom when students graduate in senior high school. Not all students continue their education to university so that the media to understand the local knowledge will be breaking down.

It is important to teach the learning materials based on local wisdom for the purpose of introducing and cultivating the character values that are integrated into local wisdom. The materials that are based on local wisdom certainly contain many exemplary values for students. This value is believed to be not fully understood by the students in senior high school today. Therefore, the learning material based on local wisdom is necessary. The learning materials based on local wisdom aim at promoting a social phenomenon, culture, religious, and other aspects of local community life.

For students, the Indonesian language learning based on local wisdom is something new. However, it has a variety of wisdom so that it is worth studying. According to students, by studying the learning materials based on local wisdom is an initial way to understand and recognize the wisdom and the values of local wisdom that have been less instilled in the younger generation.

Learning materials based on local wisdom according to the students are something that should be taught in schools because it can attract and motivate to study the Indonesian language materials earnestly. Most of the students stated that they are very motivated by the Indonesian language learning based on local wisdom. It is due to the suggestion of its own to study the phenomenon of the area that has been packaged in learning materials. The interest and motivation of students toward learning the Indonesian language based on local wisdom are due to some issues related to the local wisdom that has not been known until now.

Students respond well to learning the Indonesian language based on local wisdom because it can challenge them to explore the knowledge of local wisdom in the region. According to students, the materials that have been presented in the student books and worksheets are an exploration process to a variety of local wisdom that is only known by the students in general. Students only remember the types and forms of local wisdom without elaborating the charge values. In fact, the students can understand the structure of the land area of Luwu, the condition, and character of the community, and its history.

4. The feasibility of the development of Indonesian language learning materials based on local wisdom in the first-grade students in SMA Negeri 3 Palopo

After the product design is declared valid, then try out is conducted to determine the feasibility of the development of learning materials based on local wisdom. Whether or not the product is feasible is determined by teachers and students responses about the quality of the materials based on local wisdom that has been designed. The teacher gives a positive respond about the learning materials that have been used in Indonesian language learning, including students' books, students' worksheets, lesson plans. The teachers report that the students' books that have been used are already fit to be used because they have a range of material that is in accordance with the conditions of students. They have the linguistic structure and content that are easily understood by focusing on indigenous phenomena. Through the texts presented in the textbooks, the students can get to know and understand the wisdom of the region. Similarly, a worksheet can measure students' competence in accordance with the expected standards.

In the preparation of lesson plans, the learning materials are also very suitable to be used because they are in accordance with the pattern and the systematic preparation of the lesson plan. It is in conformity with the curriculum which contains the identity of the school, standard competence, basic competencies, indicators, objectives, learning materials, approaches, models, learning techniques, tools, instructional media, learning steps, resources and assessment. The feasibility of lesson plan is supported by a choice of approaches existing in it, which is a contextual approach to cooperative setting. A contextual approach is an approach of the learning process that is in accordance with the conditions of the school and the needs of learners.

The feasibility of the use of learning materials based on local wisdom is based on students who stated that this material is exquisite. Most of the students indicated that they were happy because they are easy to understand, and are interested in Indonesian language learning in which the content of the learning materials tells about their region. In addition to being able to understand more closely on regional knowledge, the students are also expected that the local wisdom can be introduced to an entire generation or students in Luwu through teaching materials in schools.

These learning materials recommended by the students because they feel that the materials are not difficult to learn. The presentation of the content is clear and well understood. The other factor that influences the students in

recommending the use of learning materials based on local wisdom is the systematics of the matter and issue presented in the students' book and students' worksheet that can be understood. In addition, its steps can be followed by students easily. Thus, they do not get many problems in working the students' worksheet. Similarly, the material and questions that are presented in the students' books and worksheets can be understood by students. The models and design in writing books and worksheets are also quite appealing to students. The students are more eager to learn if the learning material is designed as attractively, colorfully, and interestingly. The design of learning materials based on local wisdom has become an attraction for the students to learn.

V. CONCLUSION

The prototype of the development of Indonesian language learning materials based on the local wisdom of the first-grade students in SMA Negeri 3 Palopo is designed through some steps such as defining, designing, developing, and disseminating. The effectiveness of the development of the Indonesian language learning materials based on local wisdom in class X SMA Negeri 3 Palopo is measured by the results of the activities and student learning outcomes. The results showed that the activities of Indonesian students in learning based on local wisdom in class X SMA Negeri 3 Palopo are very high. According to teachers, Indonesian language learning based on local wisdom in senior high schools need to be taught as a medium of imparting knowledge and introducing local wisdom. In addition, through learning materials based on local wisdom, it can lift the phenomenon of social, culture, religious, and other aspects of local community life. For students, the Indonesian language learning based on local wisdom is something new.

However, it has a variety of wisdom that deserves to be studied. According to the students the learning materials based on local knowledge are an initial way to understand and recognize the wisdom and values of local wisdom that has been less instilled in the younger generation. In addition, local wisdom based learning according to the students is something that should be taught in schools because it can attract and motivate to study the Indonesian language learning materials earnestly. In fact, students can understand the structure of the land area Luwu, Luwu condition and character of the community, and its history. The feasibility of the development of Indonesian language learning materials based on local wisdom in class X SMA Negeri 3 Palopo is based on the recommendation of teachers and students.

Student books, worksheets, and lesson plans as learning materials based on local wisdom used by teachers have been eligible to be used it because they have a range of material that is in accordance with the conditions of students. They have the linguistic structure, and the content is easily understood by lifting indigenous phenomena. Through the texts presented in the textbooks, students can get to know and understand the wisdom of the region.

These learning materials are recommended by the students because they do not think that they are difficult to learn the materials. The presentation of the content is clear and well understood. Another factor that influences students in recommending the use of teaching materials based on local wisdom is the systematics of matter and issue presented in the students' book and worksheets that can be understood step-by-step. Likewise, with the material and questions presented in the students' books and worksheets can be understood by students. The models and design of students' books and worksheets are also quite appealing to students. Students are more eager to learn if the teaching material is designed attractively, colorfully, and interestingly. The design of learning materials based on local wisdom has become an attraction for students to learn.

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