

Teaching Materials Development for Basic General Course of Indonesian Language Class Based on Culture Values Elompungi (Elong) Bugis Literature

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Abstract—This research aims to design basic course learning materials (MKDU) Indonesian Language for University students Bosowa Makassar, by integrating the values of local culture in the form of classical poetry (Elompugi) as an alternative, in efforts to preserve the local culture, a way to appreciate literary works become teaching material based on character education. The main problems of this research are: (1) how to identify and develop Elompugi values as course materials for the basic course like Indonesian language course? Model development for teaching materials and learning tools that will be used in this study refers to the design of Jerold E. Kemp in Yamin (2012) divides the nine components: (1) The results are to be achieved, (2) analysis of test subjects, (3) special purpose of learning, (4) learning activities, (5) learning resources, (6) the supporting facilities, (7) the study evaluation, (8) the initial tests, (9) the learning characteristics. This is demonstrated by a mean response of each respondent is 4.00 (respondents 1) and 4.40 (respondent 2) with a mean total of 4.20. This is proved by a mean response of each respondent is 4.00 (respondents 1) and 4.40 (respondent 2) with a total average of 4.30.

Index Terms—development of teaching materials, the values of the local culture, character education

I. INTRODUCTION

A. Background

Education aims to make human beings continued to grow as human beings with intelligence and kind hearted. In the National Education System Act, number 20 of 2003, Article 3 declared "national Education serves to develop and form the character and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials, in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ". Thus, the implicit meaning of the national education the purpose of education is expected to be realized through the intellectual, spiritual intelligence, emotional intelligence, social intelligence and kinaesthetic wit.

Some thought that outlines the importance of cultural preservation in the constellation and the development of globalization that national identity is not forgotten, can be seen in the opinion described by Tang (2004, p. 130), namely, to build the Indonesian culture dig written sources that contain many values ancestors' culture, local wisdom that can be used as learning materials and resources exemplary in many aspects of life that are now experiencing moral erosion. Education not only aims to produce smart educated man, but more important is the well-educated and cultured man.

In general, *elong* has five functions, Muhsyanur (2011) describes the functions of *elong* namely: (1) *elong* as a medium of education; (2) *elong* as a medium of entertainment; (3) *elong* as a generator of the fighting spirit; (4) *elong*

as a communication medium; and (5) *elong* as product and preservation of culture. However, when examined current conditions, there is a tendency to lack of appreciation of old literary works including *elong*.

The main function of local wisdom is to support national culture or national wisdom expressed by Ratna (2011, p. 94-95). Local wisdom serves to anticipate and even transform the various forms of cultural influences from outside to make it in accordance with the characteristics of local communities. The stronger the durability of their local wisdom, then the public is considered more stable. Research on Bugis cultural values done by Rahim (1992), and Ambo Enre (1999), explains that the language and culture of the Bugis-Makassar value outlook on life, values to behave in social interaction which are based on mutual respect (*sipakatau*), mutual respect (*sipakalebbi*), and reminding each other (*sipakainge*).

B. Problem Formulation

The concept contained in *Elong* transformed into Indonesian teaching materials that required special assessment. This study focused on a goal or object of study deemed necessary in-depth study, so that a major problem in this research are:

1. How to identify and develop the values *Elompugi* as teaching materials common basic subjects Indonesian?

C. Research Objective

Identifying and developing the values of *Elompugi* as teaching materials for general basic course, the Indonesian language course.

D. Benefits Research

Research that carried out is expected to be helpful to the reader, whether the benefits are theoretical and practical benefits.

1. Theoretical Benefits

This research is expected to be beneficial to add depth of knowledge, for the development of teaching materials Indonesian that matter primarily sourced from the local literature works *Elompugi*.

2. Practical Benefits

This research is expected to be useful to open up research horizons in appreciating the values of the local culture into teaching materials in formal educational environment.

II. THEORETICAL BASIS

A. Teori Language Teaching

Teaching language or language teaching and learning process is based on the idea Chomsky in Iskandarwasid (2009, p. 41) that humans are the only ones who can learn the language and living language is a language that can be used in thinking and communicating.

B. Language Learning Theory

Gazali (2009, p. 9) The purpose of language learning is the skills in communicating for various communication contexts, while the capacities that developed were grouped based on the language, understanding, and usage.

C. Design of Teaching Material

Material or materials may be written or unwritten. Teaching materials or learning materials (instructional materials) generally consists of knowledge, skills, and attitudes that must be learned by the students, in order to achieve competency standards have been determined. Material knowledge in form of facts, concepts, principles and procedures.

Instructional design offered by Kemp in (Yamin, 2012) is a design used in this study, however, this design will be adapted and modified based on the situation and conditions on the field. Instructional design modifications can be seen in the following order: 1) Analysis of needs. 2) Characteristics of learners. 3) The learning objectives. 4) The learning materials content. 5) Learning resources (values *Elompugi*. 6) the process of becoming better teaching and supporting facilities. &) Aim.

D. Relevant Research

Research on Bugis cultural values done by Rahim (1992), Ambo Enre (1999), describes the classification of Bugis literature includes *Elompugi* in literature is in poetry, which an asset of South Sulawesi regional literature, which can enrich the national cultural treasure for the local culture presented various moral message and the message that such noble values in human life.

III. CONCEPTUAL FRAMEWORK

Elompugi is one kind of Bugis literature works, including the category of poetry rich with noble values. As traditional literary works that are threatened with extinction, crushed by the progress of time, then *Elong Ugi (Elompugi)* should remain preserved because it serves as a local identity.

Based on the analysis, or the study of meaning and cultural values that lead to educational character in between the value of persistence, ethical, religious, contained in *Elompugi*, by applying the theory Rifattere and Tzvetan Todorov in (Tang, 2008) 1. Projection, 2. Comments, and 3. Poetics. In the projection, the reader activities are trying to understand the elements apart from the text, which together support the presence of the text, in the comments, readers trying to understand the content of the exposure in the text itself. and poetic; the reader attempts to understand the abstract rules that are intrinsically present in the literature text itself.

Indonesian language teaching materials by implementing instructional system design in accordance with the steps offered by Jerold E. Kemp, as the basic concept of the introduction of value as an application of character building which traditionally has been applied by the Buginese ancestors. The framework flow in this study as follows. The Literature work → Poem → cultural values in *Elompugi* → Developing Instructional Materials Based on Cultural Values → Teaching Material Products.

IV. RESEARCH METHODS

A. Types of Research

Type this research is development research since this study lead to a product which is the design and teaching materials design based on local culture, namely literature. This research is oriented towards the product of a process; hence this research is descriptive quantitative research. This research has implications for a development of teaching materials through a process of either the learning process or in the form of a product. The resulting product is the design or the design of Indonesian language teaching materials, in which the core of the instructional materials sourced from cultural values contained in *Elompugi (local literature)*. Research development. according Sugiyono (2011, p. 298) is the research that produces a particular product based on the analysis of needs, both in the social and educational sphere, when harnessed will have an added value.

Quantitative methods assume that behaviour can be observed as the characteristics of quantitative research by Purwanto (2012, p. 45) describes, quantitative research is behaviouristic, mechanistic and empirical. The study also focuses on the outcome or product. The focus in this research is the development of teaching materials MKDU Indonesian Language course based on Bugis society culture values which is *elompugi* that have been validated by experts, practitioners, peers, and the Observer are selected with specific eligibility criteria. Teaching materials that have been declared fit then tested in a class numbered 13 students were then called limited trial. After teaching materials is eligible based on the trial results, further tests on comprehensive groups three classes then called a field test. Design and test subjects are described as follows:

1. Trial Design

Product trials using experimental design one-shot-case study. This design requires giving treatment without measuring or checking the initial state. The results will be measured at the end of treatment. Conditions were drawn at the end of the treatment is the data findings of researchers to draw a conclusion of the study.

2. Subject Test

Subject trials in development research is divided into three classes, namely Makassar Bosowa University students, two of the classes are first semester students as limited test subjects. 1 of the executive class numbering 13 people as the subject of field trials 1, and a regular class that berjumlah 13 person as subject field trials 2, and one regular classes totalling 31 people as the subject of field trials 3.

B. Research Design

The study design was designed through a development model of teaching by Thiagarajan known as the Four-D models that define, design, develop, and disseminate. The study design can be seen in the chart below;

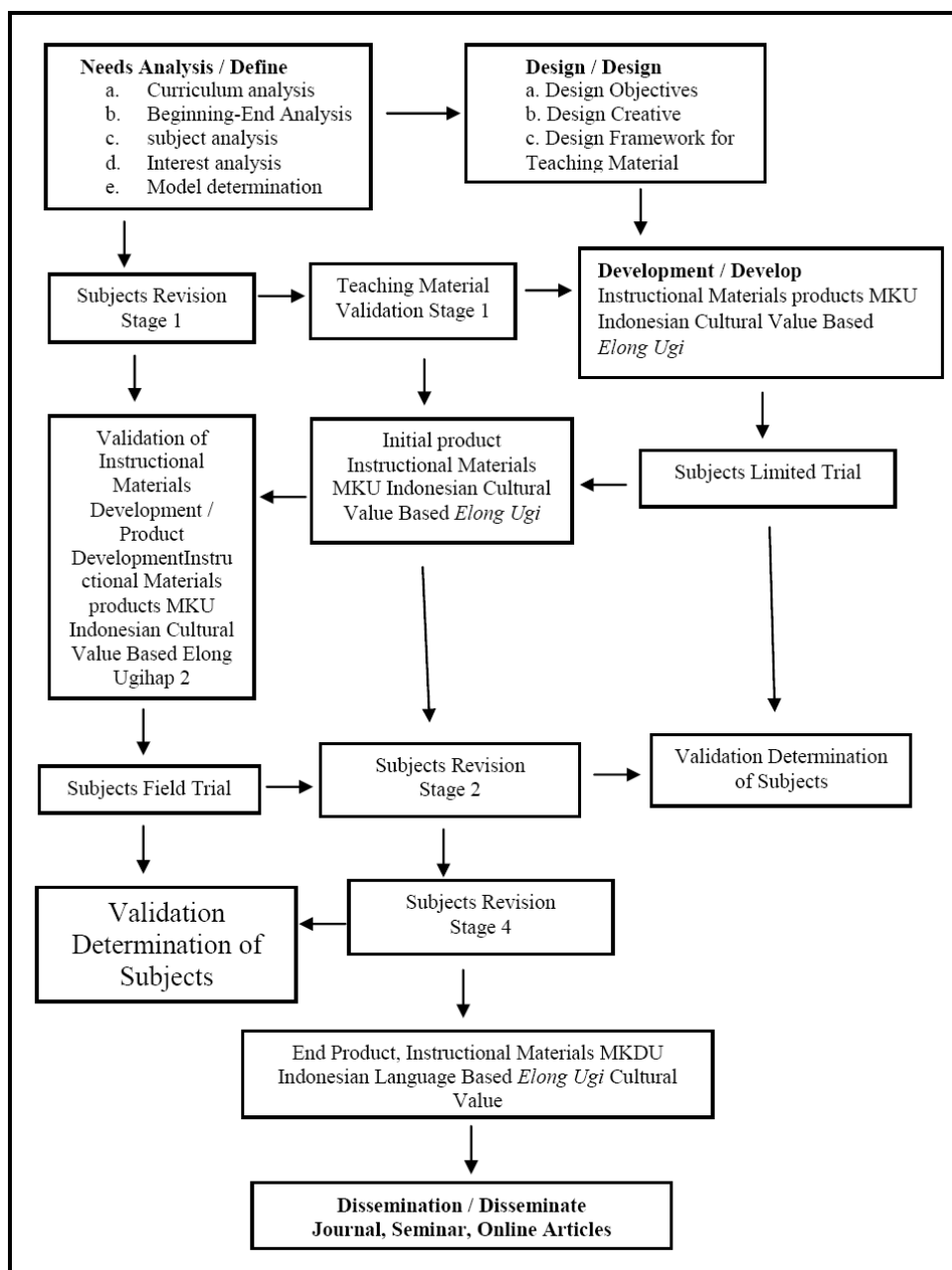


Chart 3.1: Study Design

Steps of research development of teaching materials MKDU

C. Data and Data Sources

Teaching materials data in the form *Elompugi* sourced from several library reference and potpourri research results from the South Sulawesi Central Bureau of Language. Quantitative data from the feasibility test teaching materials are grouped into two categories, namely quantitative data and qualitative data. The quantitative data in the form of teaching materials feasibility test assessment scores of by a team of experts, practitioners, colleagues, and students. The assessment results from team of experts, practitioners, colleagues, and students were analysed based on the type of data collected. Data is a measurement scale in the form of an assessment scale of the teaching materials product development, the data described and analysed based on the quantitative results. Comments, criticisms, and suggestions in the form of teaching material interpretation of the products described and analysed quantitatively.

D. Instrument Research

The research instrument is a questionnaire and a notebook to classify literature data, collecting data, analysing the data, assess the quality of the data, interpret the data and make conclusions on the findings.

E. Data Collection Techniques

This study uses data collection techniques are (1) Technical Questionnaire, (2) Observation / field notes, (3) Mechanical tests, (4) Technical documents such as *Elompugi* manuscripts.

(1) Mechanical questionnaire, questionnaire technique used in this study to capture data in the form of (a) the need for teaching materials by faculty and students, (b) the response of faculty and students, and (c) the enforceability of teaching materials.

(2). Observation techniques, observation techniques used to observe (a) the delivery of learning objectives, (b) the motivation of students, (c) the presentation of the material, (d) the utilization of instructional materials, (e) the provision of training, (f) management classes. This observation sheet used on a limited trial and field trial.

(3) Mechanical Tests. Mechanical tests are used to determine student results. The test is given in the form of a multiple choice test of 20 items. Problem was developed based on the material on teaching materials as much as five items in Chapter taught to students.

(4) Technical Documentation. Documentation techniques used in this research is divided into image documentation and written data documentation.

F. Data Analysis Techniques

1. Validity Data Analysis Techniques Instructional Materials

Once data has been acquired, the next step is to analyse the data to assess the validity, practicality and effectiveness of this teaching material. This analysis using descriptive statistics by calculating the average of each score obtained from the instrument. The results of the average are then interpreted based on level of validity, practicability and effectiveness that have been set. Data analysis techniques in the study of validity of teaching materials was measured by using a test construct validity (construct validity). According Sugiyono (2013, p. 177) construct validity test (construct validity) is one way to measure the validity of teaching materials by using the opinions of experts (experts' judgment).

The experts' response to the teaching materials can be classified into five answer choices are: Very Valid (5), Valid (4), Enough Valid (3), Less Valid (2), and Invalid (1). Sheets validity price calculated using the formula mean the following:

$$\bar{X} = \frac{\sum x_i}{n}$$

where:

\bar{X} = mean or average

$\sum x_i$ = every data value

n = amount of data (Sugiyono, 2011, p. 20, Siregar, 2011, p. 20)

2. Description of Instructional Materials Developed (Develop)

After going through the stages of design, teaching materials was developed as a prototype instructional materials should be tested for feasibility. Feasibility test (test of validity) of teaching materials is a key condition that must be passed every teaching material before they are implemented. Test the feasibility of teaching material is divided into two, namely the feasibility test materials and test the feasibility of the media. Feasibility material is divided into two content or appropriateness of teaching materials and proper presentation of teaching materials. While aspects of the media are also divided into graphic layout feasibility and appropriateness of language. Validator or people to test the feasibility of teaching materials selected from experts, practitioners, and colleagues. For experts in subject matter, three validators were selected each based on their own expertise, practitioners, and colleagues. Selection media validator experts exactly like the procedure on selecting subject matter experts.

Data analysis techniques in this study using document analysis or analysis of content, methods of research conducted on the information which is documented in written form. Data analysis by describing the content of *Elompugi* manuscript through a qualitative approach in the following manner:

1. Identify the text;
2. Classify the text;
3. Understand the interpretation of the text with a semiotic approach;
4. formulate text that has been interpreted into teaching materials to see the principle of teaching materials (relevance, consistency and adequacy).

V. RESULTS AND DISCUSSION

Development of teaching materials MKDU Indonesian Language course based on cultural values *elong Ugi*, the needs analysis covered several aspects such as (a) an analysis of the curriculum, (b) analysis of the begining-end, (c) analysis of the lecturer and student's needs, (d) learning objectives specification analysis. To enrich the above competencies and indicators, developer created Indonesian language teaching materials with the wisdom of the Bugis people of South Sulawesi, namely *Elompugi*. *Elompugi* is one of the Bugis community cultural categorized in the form literature works of poetry, which combines aesthetic value in speaking, compose, music, and the values of human life. *Elompugi* contains teachings relating to all aspects of human life. By studying these materials, in addition to developing

the Indonesian language skills of students, as well as media in planting cultural values and character formation to the students refers to the value and character of the nation.

Once the competency standards and indicators are known, the next step is to determine the subject matter and referral sources. Discussion and referral sources instructional materials MKDU Indonesian Language materials based on *elong ugi* cultural values, curriculum analysis were conducted, analysis of the beginning-end determines the existing problems, and analysis of the lecturer and student's needs to learn the material needs for students and lecturer.

In this case, after the teaching materials developed into a draft, the experts asked to comment on the instructional materials by filling the validity sheet that has been provided. Researchers developed a formula based on the average of the above characteristics of the instruments used by dividing it into three formulas, namely the average formula based on the criteria, aspects, and the mean total. Formula average criterion (\overline{Ki}) formula is used to calculate the average of each of the criteria assessed by several people developed from one item aspect. Formula average aspect (\overline{Ai}) is the formula used to calculate the average of the results of the average number of criteria. The formula of total mean (\overline{X}) is average formula used to determine the median of all aspects. Calculate the average total (\overline{X}) with the formula:

$$\overline{X} = \frac{\sum_{i=1}^n \overline{Ai}}{n}$$

\overline{X} = total Mean

\overline{Ai} = I average Aspect

n = number of aspect

Assigning categories to each criterion validity or aspect or aspects to compare the mean overall criteria (\overline{Ki}) or mean aspect (\overline{Ai}) or mean total (\overline{X}) of the following categories:

4,5 ≤ M ≤ 5	Very valid
3,5 ≤ M ≤ 4,5	valid
2,5 ≤ M ≤ 3,5	Enough valid
1,5 ≤ M ≤ 2,5	Less valid
M < 0,5	Not valid

Information:

M = \overline{Ki} to seek validity of each criterion

M = \overline{Ai} to seek validity of every aspect

M = \overline{X} to seek validity of all of the aspects

To determine the validity of the teaching materials used adequate criteria if:

- a. \overline{X} Values for all aspects of the minimum are in the category of "valid", and
- b. \overline{Ai} Value and \overline{Ki} for every aspect of at least falls under the category "valid". If there are aspects that are not valid criteria, it will be revised and re-tested until it reaches the level valid.

The implementation of teaching materials at field class trials 1 have met the test of practicality requisite teaching materials. This is evidenced by the average of each respondent is 4.60 (respondents 1) and 4.40 (respondent 2) with a total average of 4.30. That is, teaching materials for MKDU Indonesian Language course based on cultural values *elong ugi* considered practical. The implementation of teaching material at field class trials 2 have met the test of practicality requisite teaching materials. This is evidenced by a mean response of each respondent is 4.00 (respondents 1) and 4.40 (respondent 2) with a mean total of 4.20. That is, teaching materials MKDU Indonesian Language course based on cultural values *Elompugi* considered practical. The implementation of teaching material at field class trials 3 have met the test of practicality requisite teaching materials. This is evidenced by a mean response of each respondent is 4.00 (respondents 1) and 4.40 (respondent 2) with a total average of 4.30. That is, teaching materials MKDU Indonesian Language course based on cultural values *Elompugi* considered practical.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

The design of teaching materials MKDU Indonesian Language course based on values of *elong ugi* qualify as teaching materials worth taking. MKDU Indonesian Language course based on values of *elong ugi* developed by Four-D model that includes a preliminary study to analyse the needs (define), design (design), development (develop), and dissemination (disseminate). After going through the validation test of the experts, practitioners, and colleagues twice, has been declared valid teaching materials both in terms of material (content and presentation) as well as from media

perspective (graphic procedure and language). Furthermore, the test results good teaching material in limited testing and field trials showed that the Indonesian teaching materials MKDU feasible to use.

B. Suggestions

One way to preserve the cultural heritage that contains many values of education, is expanding it in learning process. *Elongmpugi* an oral literature in the form of poetry is the cultural heritage of South Sulawesi that need to be preserved.

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Hamsiah, born on 5 August 1969 in the Region of Soppeng, Province of South Sulawesi. Hamsiah started as scholar at SDN 136 Labessi, Soppeng Primary School in 1976 and graduated in 1982. Continued to SMPN 1 Takala Junior High school and graduated in 1988. Further, to SMAN 2 Soppeng Senior Highschool dan graduated in 1988. After graduation of SMA, Hamsiah next study to college at UNHAS (Universitas Hasanuddin) for Bachelor's degree and his graduated in 1992. In the year 2000, she studied beyond at Universitas Negeri Makassar (State University of Makassar), Magister Program of S2 Education, Concentration of bahasa Indonesia and graduated in 2002. For the time being, she attends doctoral education program at Universitas Negeri Makassar by taking the same concentration, Bahasa Indonesia. On the sidelines of implementing her duty as lecturer and attending doctoral education, she still does academic activities as doing research with the result as follows.

2010 (chair-person)	Workshop Nasional Metodologi Penelitian di UMI
2010 (chair-person)	Seminar regional Bahasa dan Sastra Indonesia
2011 (chair-person)	Seminar Internasional The American Justice System
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2011 (chair-person)	Seminar regional Bahsa dan Sastra Sulawesi Selatan
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Jufri, was born in Soppeng, South Sulawesi, on 31 December 1959. He earned a Bachelor's degree (Drs.) language education Germany, in 1984. Master of education (m. Pd) taken from Malang State University Graduate Program in 1986 (completed one year, 11 months) in Indonesian Language Education dengan the title of the thesis: analysis of the reading Exercise Book KD.

A doctoral degree (Dr.) 63rd from Stanford University PPs in 2006 (completed two years, 11 months), the title of the dissertation Structure Discourse Lontara La Galigo has to be tested in front of the examiners Board of graduating with praise (Honors). Since 1985, he as an educational effort in the Department of foreign languages FPBS, IKIP Ujung Pandang (Makassar UNM now). The functional position since 2002 is Associate Professor (IV/c), with full authority and lecturing and examining one of the courses, namely: language learning Research (Sprachlehr-Und Lernforschung) in the Department of Foreign Language Education (Germany), the Faculty of languages and the arts, State University of Makassar. He has attended Germany language education (Sprachkurz) in Iserlohn Jermah 1987 and had been the Trainer (ToT) on HUMAN RIGHTS of members of the NATIONAL POLICE (POLRI Headquarters cooperation, UNHCR and the Department of Justice and HUMAN RIGHTS) in South Sulawesi, 2001/2002. In addition, he was the Secretary of the Department of Education language of Germany, head of the laboratory of language Germany, Secretary of the IGBJI of South Sulawesi. He was also active as a publisher of papers/participants on various national and international seminars and has written a book entitled principles of language learning Strategies.