DEVELOPMENT OF MAKASSARESE LANGUAGE LEARNING MATERIALS BASED ON THE CHARACTER BUILDING CONCEPT FOR 5th GRADE ELEMENTARY SCHOOL STUDENTS ¹

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Abstract

This study aimed to develop Makassar language learning materials based on character building concept for elementary schools, particularly the 5th grade students in Makassar city. This research started from researchers concern on the Makassar language which is one of the local languages in South Sulawesi province, Indonesia. Although, this language is still used by native speakers, but if it is not followed by preservation, it has the potential to be abandoned by its speakers and extinct. The Indonesian government has a program called “Indonesia Emas 2045” to realize the period when elementary school students take important role in the future. Therefore, it is necessary to preserve local languages on the one side and character building on the other side. So this research is designed to synergize both. The mix method was used in this research. Development stages of learning materials refers to research and development stages by Borg and Gall then collaborated with the research phase by Brown. This research resulted learning model and learning material of Makassar language based on character building concept with 8 that are extracted from 18 character values (character building concept) by the Ministry of Education and Culture Republic of Indonesia.

Keywords: Development, Makassar Language, Learning Materials, Character Building, Elementary School

Introduction

The Makassar language is one of the local languages in South Sulawesi. Alwi and Sugono stated that the status of local languages should be two points of view: (1) the local language as a means of communication for the speakers who come from the same ethnic group, and (2) the local language in relation to Indonesian language. If we see from the perspective of the local language as a means of communication, the function serves as: (1) the symbol of regional pride, (2) the symbol of regional identity, (3) interfaces within families and communities, (4) supporter of regional culture and Indonesian languages (as the national language), and (5) supporter of regional literature and Indonesian literature. [1] Furthermore, the aim of Makassar language learning process, student will have: (1) the language skills of Makassar language both oral and written (2) good knowledge of Makassar language and literature, (3) positive attitude towards Makassar language, literature, script, and culture, Although not included in the category of endangered languages, but the reduction in

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the uses of the Makassarese language in daily activities will cause this language becomes passive and extinct.

“Indonesia Emas 2045” is a program by the Indonesian government in order to succeed the 100 years of Indonesian independence in the year of 2045 with demographic bonus. Indonesia in the golden age is expected to have a young and superior human resources that have been ready to advance the Indonesia development. Elementary school students who are in the age range 6-14 years old now will be 39-47 years old in the year 2045 [2]. The generation in that age range require special treatment by developing their good character through good quality education and competitive system. On the other side, the preservation of local languages which have started to be forgotten by the speakers deserves serious attention from the government. Urgency of character building through education and the potency from the primary school age period will play a strategic role for the progress of the Indonesian nation. Then it should be pursued various approaches to build the students character in accordance with the characteristics of elementary school age development. One way to do that is to integrate character values into the learning process.

Many researchers applied the Makassarese language into various method: honorific sub-system of Makassarese language [3], discourse analysis of the Makassarese language metaphor [4], draft curriculum of local languages (Buginese and Makassarese) [5]. They also applied learning materials development with various languages: Acehese language learning materials development for fourth grade students in Aceh [6], and need analysis and learning materials writing on writing skill of Maritime English based on genre for nautical maritime academy students in Indonesia [7].

Researchers since 2012 also produce some research articles with various perspective to portrait the condition of the learning process on Elementary school. Mostly focusing on research about learning materials development on Makassarese language [8] [9] [10] [11] Then the other topics about revitalization of Makassarese language [12], critical analysis towards Curriculum 2013 from the perspective of local language existence [13] and preservation of aksara lontarak [14].

The novelty of this research is researchers integrating character values into the Makassarese language learning materials. The learning process is expected to provide supplies to students both Makassarese language skills on the one side, and the character building on the other side. The values of these characters will enter into the Makassarese language learning process through learning material.

Methods

This research approach use mixed method. Creswell in Emzir mentioned that there are three approaches in research that is often used namely quantitative approach, qualitative approach, and mixed methods approach. Furthermore, in the implementation of research and development, there are some method used, namely (1) descriptive method, used in a initial study to collect data on existing conditions; (2) evaluative method, used to evaluate the process of testing the development of a product; and (3) experimental method, used to test the efficacy of the resulting product. [15].

Stages of this research refer to development model of learning material based on research and development by Borg and Gall with 10 steps as follows: (1) need analysis, (2) planning, (3) developing the preliminary form of the product, (4) preliminary field testing, (5) revising the main product, (6) main field testing, (7) operational product revision, (8) operational field testing (9) the final product revision and (10) dissemination and implementation.[16]

Description of those phases as follow:

- (1) Need analysis: This step is done through observation, and interviews were conducted to determine whether the product to be designed and developed it according to the needs and deserves.
- (2) Planning: Determine specific goals to be achieved from the product.
- (3) Developing the preliminary form of the product: The initial product is designed. The products are simple initially incomplete and still in need of revision and refinement.
- (4) Preliminary field testing: Conducted on a small group of people, for example some users such as students, or faculty, and other users. The purpose of this step is to obtain initial qualitative feedback obtained from interviews, questionnaires, and observation.
- (5) Revising the main product: The purpose of the revision is to enhance the product in accordance with the standards and requirements.
- (6) Main field testing: In this stage, usually research products have been tested in the field using the design.
- (7) Operational product revision: If main field testing has not met or answer problems in research, product revision was necessary. Testing and revision cycle will continue until the products meet the performance standards or performance goals achieved.
- (8) Operational field testing: The main purpose of this step is whether the developed product is really worth, valid and reliable and ready for use without the presence of the researcher. In other words, this step prepares the product is ready to use for education.
- (9) The final product revision: The next step is the final revision of the product developed. Final revision includes the writing of the final product with regard writing as linguistic, artistic, and design of the final product ready to be printed and published, either for itself or commercial interests.
- (10) Dissemination and implementation: The last step of the procedure is the development of research and dissemination and implementation. This step is done by doing seminars or workshops with other parties, published in scientific journal, or work with a publisher that might be able to publish and distribute the product commercially.

Furthermore, the steps adopted from Brown include three phases are outlined as follows. In the development phase with activities: (1) the analysis of needs, (2) test the basic ability and student characteristics, and (4) develop teaching material as a product. Later in the

implementation phase conducted activities: (1) test in class, (2) discussion between the author-teachers on learning materials, (3) the revision of learning materials products. In the phase of evaluation activities: (1) evaluating learning materials, and (2) the final revision of the learning materials, and (3) the distribution and publication (whether in a small or large). [17]

Results and Discussion

Learning materials developed obtained from a series of steps which refers to the model of Research and Development (R&D). This research begins with the determination of the target. In the target school, researchers' conducted students needs analysis which consisted of filling out the questionnaire related to some aspects to be studied and related to the development efforts and the implementation of a preliminary test (pre-test). In addition, researchers also observe the teaching methods from lesson teacher and the expectations from headmaster in school. The questionnaire for students with question about the places to use Makassarese language addressed to measure students' understanding of character values that have been developed in the community. Then questionnaire for teachers and headmaster focused on the expected outcomes of language learning, as well as the efforts made by teachers to internalize character values in learning process. Furthermore, researchers formulate data collected from students, teachers, and headmaster with tabulation then analyzed.

The results of the need analysis from students, teachers and principals produces general purpose learning as follows: (1) reading skills: can understand the information through reading in the Makassarese language, (2) speaking skills: able to provide information about something, such as conversation in community, and express ideas, (3) listening skills: able to listen to the verbal information through daily conversation and electronic media, (4) writing skills: able to express ideas, and can translate the Lontarak script into Makassarese and Indonesian languages, (5) vocabulary: can understand and use the vocabulary in daily activities, (6) the structure of language: it can use the structure of language oral and written.

After doing the above steps, then the researchers have been able to design learning materials developed model. Researchers begin with a simple structure that led to the final draft. In the initial development process is structured such things as the prototype of the syllabus and learning materials that cover the main parts and determine the theme of each part in the learning materials.

After completing the preliminary design of the learning materials developed models, then followed by a testing expert by learning material design and language content expert. Input from both of the expert used as a reference for designing the final model of learning materials developed models. Once the model is considered final, then tested the feasibility and readability on learning materials were carried out on experimental class. The final draft of learning materials developed models with structure can be seen as follows:

Figure 1. Learning Materials Model “*Pappilajarang Basa Mangkasarak*” for 5th Grade

From the figure above which is the structure of the final design model of learning materials developed and named "*Pappilajarang Basa Mangkasarak*" / Makassar Language Lessons for 5th Grade Elementary School. After the explanation and brief process in making learning materials, next we will discuss briefly about “*Pappilajarang Basa Mangkasarak* for 5th Grade Elementary School” and internalization process of character values in learning materials. Described as follows:

Competence. This section consists of standard competence and basic competence are abbreviated with SC and BC. SC contains general objectives to be achieved by the students from the learning process that took place in each section called 'Lesson'. Furthermore BC contain specific goals of learning associated with indicators of student achievement toward the learning process.

Content Orientation. This section consists of a learning component that will engage students and teachers. Learning materials are used only as a guideline and direction in determining the discussion at each meeting. However, the learning process will largely depend on the activity and the ability of students and teachers to explore further the learning materials used for this assessment. The first part of the content orientation is *Ammaca* (reading), on this activity are provided reading material in the form of text and dialog. Furthermore, at the end of each text/dialog there is a new vocabulary and questions based on the themes discussed. The second part is *Akbicarabicara* (speaking), on this activity are provided various activities that hone students' speaking skills, and increase confidence in the use of the Makassar language. Furthermore, the third part is *Akpinaknak* (listening) on these activities required the creativity of teachers to provide stories related to the themes discussed, then the teacher read the story to the students and the fourth part is *Angngarang* (writing), the activity consists of three types namely: the use of word structure, translating Lontarak script into Makassar and Indonesian languages, and writing text. This activity hone students' writing skills and improve student understanding to express their ideas through writing.

Evaluation. At the end of each lesson, evaluation of the teaching-learning process has been held. This is to measure students' understanding of the material that has been taught. In this evaluation used a comprehensive evaluation involving the four language skills.

Furthermore, *Pappilajarang Basa Mangkasarak* learning materials divided into two parts which are classified according to the Semester 1 and Semester 2. Each semester consists of five lessons, for a total of 10 lessons in 1 learning materials. The process of inserting character values refer to the provisions of Ministry of Education and Culture Republic of Indonesia (MEC Indonesia) with principles as follows: (1) promote the basic ethical values as the basis of character, (2) identifying characters in a comprehensively manner that includes thoughts, feelings, and behaviors, (3) using a sharp approach, proactive, and effective way to build character, (4) provide opportunities for learners to demonstrate good behavior, (5) the scope meaningful and challenging curriculum that respects all learners, Reviews their build character, and helps them to succeed, and (6) promoting the growth of self-motivated learners. [18]

MEC Indonesia has identified 18 values of character education. The values sourced from religion, Pancasila, culture and national education goals of Reviews These values was elaborated into the topics taught in the learning material. Those values include: (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent (8) Democratic, (9) Curiosity, (10) The Spirit of Nationality, (11) Patriotism, (12) Rewarding Achievement, (13) Friendly / Communicative, (14) Love Peace, (15) Joy of Reading, (16) Environmental Care, (17) Social Care, and (18) Responsibility [19]. Based on the values of these characters generated design theme of the lesson as follows:

- 1) Sultan Alauddin (Heroism) – A model of hero which perform a good character as religion followers and have a strong committment to his country as a citizen.
- 2) Benteng Somba Opu/Fort of Somba Opu (Historical Site) – A battle field to defend kingdom territory (nationalism and patriotism).
- 3) *Pemilihan Umum* / General Eelection (Citizenship) – A reflection of democratic practice in Indonesia.
- 4) *Akjaga Andik* / Sitting for Younger Brother/Sister (Family Live) – Teaching resonsibility as a family member.
- 5) *Juara Kalasa* / School Champion (Motivation) – Teach students to appreciate hardwork and appreciation.
- 6) *Akparek Karenaang* / Making Toys (Crafting) – Teach student to be more in dependent in producing their own games.
- 7) *Hari Raya Idul Fitri* /Religion Event Celebration (Religion) – Improve student understanding to the religion they embraced and how to be more tolerant to other religion groups.
- 8) *Mangeki ri Perpustakaan* / Library Visit (Public Place) – Introduce students to the reading behavior by understanding the benefit of public library.

Based on the explanation above, it can be understood that research and development in elementary school in the Makassarese language learning materials based on character building concept consist of series of preliminary survey process, need analysis to development of learning materials with series of test. Outputs from this research is learning materials "*Pappilajarang Basa Mangkasarak*" / Makassarese Language Learning for 5th

Grade Elementary School. The concept of character education is becoming an important aspect in this study is inserted by integrating them into learning materials on topics associated with the character values are adjusted. Cover and topics of learning materials that have been produced as follows:

Picture 1. Covers “Pappilajarang Basa Mangkasarak” for 5th Grade

Picture 2. Topics of Learning Materials “Pappilajarang Basa Mangkasarak” for 5th Grade

The learning material have been used by elementary school students in the 5th Grade and have been passed an effectivity test for learning materials. The effectivity test result shows that pre-test and post-test of experimental class (X_1) and pre-test dan post-test of control class (X_2) shows t_{value} (15,8); while t_{table} with significant level of 0,05 and freedom degree of 68 is 1,67. The result shows t_{value} (15,8) > t_{table} (1,67), which means there is a different learning result between Makassarese language in the experimental group and control group. It can be concluded that the learning material products which have been developed is highly effective.

Conclusion

Based on the explanation above it can be concluded that the development of teaching materials of Makassar language at school level can be done by the method of research and development which was adopted on the 10 steps of research and development from Borg and Gall, among others: (1) need analysis, (2) planning, (3) developing the preliminary form of the product, (4) preliminary field testing, (5) revising the main product, (6) playing field testing, (7) operational product revision, (8) operational field testing (9) the revision and final product (10) dissemination and implementation that collaborated with the three phases of Brown namely: the development phase, implementation phase and evaluation phase.

This study begins with a needs analysis. Researchers distributed questionnaires to principals, teachers and students. The results of the analysis produces general purpose learning needs. After that, they invented design of the models of teaching materials ranging from the first design with a simple structure then testing experts designing learning and content expert field of study. Until the final design of the model produced teaching materials developed. After the final model followed by feasibility and readability on teaching materials were carried out on experimental class students are determined.

The final draft is transformed into the form of the learning materials development that result from the research stage to produce learning materials "*Pappilajarang Basa Mangkasarak*" / Makassar Language Language for 5th Grade Elementary School. Character building has been integrated into every topic of learning materials that can be easily understood by students. Through this research is expected to inspire the local language developers throughout Indonesia in order to make the local language became a gateway for students' character development efforts at various levels.

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