THE LEARNING MODEL OF MAKASSARESE LANGUAGE BASED ON THE CHARACTER BUILDING CONCEPT

(Research and Development in Elementary School of Makassar City)¹

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Abstract

Character building, nowadays become a matter of urgency and decisive for the future generation to meet the nation's golden years in 2045. In this period, the current generation is on early childhood education (PAUD), Elementary Education, Secondary Education, and Higher Education will entering productive age who decide this nation's strategic role at the age of 100 years of Indonesian independence in the year of 2045. In order to oversee this golden generation, it is necessary to reform the education sector which plays an important role in setting up and directing the excellent and productive human resources, and mastering in science, technology, and art is needed in this era of global competition. The effort to do that is to develop character values through a learning process, one through the Makassar language learning. This effort is expected to provide supplies to students both Makassar language skills on the one hand, and the formation of character on the other. Furthermore, this study aimed to develop instructional materials in Makassar language learning in primary schools that integrates the values of character. This study refers to the steps of research and development by Borg and Gall, and collaborated with the research phase by Brown to produce Makassar language textbooks based on character building concept.

Keywords: Learning Model, Makassar Language, Character Building, Elementary School

Abstrak

Penanaman karakter, dewasa ini menjadi hal yang mendesak dan menentukan untuk masa depan bangsa menyongsong generasi emas tahun 2045. Mengingat pada periode ini, generasi yang sekarang berada pada jenjang pendidikan anak usia dini (PAUD), pendidikan Dasar, pendidikan Menengah, dan pendidikan Tinggi akan memasuki usia produktif yang menentukan peran strategis bangsa ini pada usia 100 tahun kemerdekaan Indonesia di tahun 2045. Dalam rangka mengawal generasi emas ini, maka perlu diupayakan pembenahan di sektor pendidikan yang memegang peran penting dalam menyiapkan dan mengarahkan SDM yang unggul dan produktif, serta menguasai dan mengembangkan ilmu pengetahuan, teknologi, dan seni yang dibutuhkan di era persaingan global. Adapun upaya yang dapat dilakukan yakni mengembangkan nilai-nilai karakter melalui proses pembelajaran, salah satunya melalui pembelajaran bahasa Makassar. Upaya ini diharapkan dapat memberikan bekal kepada siswa baik secara kemampuan berbahasa Makassar di satu sisi, dan pembentukan karakter di sisi yang lain. Lebih lanjut, penelitian ini ditujukan untuk mengembangkan bahan ajar dalam pembelajaran Bahasa Makassar di sekolah dasar yang mengintegrasikan nilai-nilai karakter. Penelitian ini mengacu pada langkah-langkah penelitian dan pengembangan (Research and Development) dari Borg dan Gall, serta dikolaborasikan dengan fase penelitian dari Brown hingga menghasilkan buku ajar bahasa Makassar berbasis karakter.

Kata Kunci: Bahasa Makassar, Model Pembelajaran, Pengembangan Karakter, Sekolah Dasar

¹ Presented in 3rd International Seminar on Languages and Arts organized by Faculty of Languages and Arts Universitas Negeri Padang on August, 17-18 2014 in Padang, Indonesia.

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A. INTRODUCTION

Indonesia later in 2045 will enter a period of 100 years of its independent. In 2045, Indonesia will have a young and superior human resources that will determine the identity and fate of this nation in the future. Through education sector, the golden generation is expected to be ready for the noble task of building this nation.

In the same year, Indonesia will experience a demographic bonus periodicity, i.e. children aged 3-5 years (the age of the current ECD) will be aged 36-38 years, those aged 6-14 years (primary school age) will be aged 39-47 years, those aged 15-17 years (middle school age) will be aged 48-50 years, while those aged 18-21 years (high school age) would be 51-54 years old. Minister of Education and Culture judge, at the ages they will hold a strategic role in the country because they are in the productive ages. (Pikiran Rakyat, 2012) If they can be prepared and directed nowadays and the next, is not impossible Indonesian nation and state would be a superior nation because it has a superior young human resources and productive in large enough quantities. In this case, the education sector plays an important role in setting up and directing the superior human resources and productive in addition to master and develop science, technology, and art is needed in this era of global competition.

According to Sri Edi Swasono (2012: 5-6), is essentially the task of education is an attempt to "national life". In such a conception of the intellectual life of the nation is not only meaningful to educate the nation's intellectual brain. Here is not only aimed at addressing social ignorance, but also must fight social backwardness. By educating the nation means we seek to improve the quality of: piety, scientific literacy, social literacy arts and culture, civilization, historical awareness, and spatial geography, ideology, unity, togetherness, and mutual assistance (populist), solidarity, mastery of science and technology, sovereignty, independence, dignity, equality, modernization, courage and honesty, and humanism. From the conception of the intellectual life of the nation is clear that the bias is not actually removed from the concept of nation and character building, namely building the character and civilization of national life.

Seeing the urgency of developing character through education, as well as the potential of the periodization of primary school age who will hold a strategic role for the nation, it is necessary to the formation of character through education in elementary schools with a variety of systematic and interesting manner in accordance with the characteristics of the development of primary school age children. One way to do that is to integrate the values of the character into the learning process. In this study, researchers will do the integration into the Makassarese language teaching materials.

Makassarese language is one of the regional languages in South Sulawesi. As for learning the local language are intended to enable students to have: (1) Makassarese language skills both oral and written, (2) a good knowledge of the language and literature of Makassarese, (3) a positive attitude towards language, literature, literacy, and culture.

The learning process is expected to provide supplies to students both Makassarese language skills on the one hand, and the formation of character on the other. So that the values of these characters will experience internalization into the language learning process Makassarese on students in elementary schools.

Furthermore, the urgency of this research refers to the efforts to be made in order to realize a superior generation of Indonesia in the year 2045 by optimizing the cultivation of character values to elementary school students through language learning

Makassarese generation so that they can be reliable in the future as a guard forefront of the development of the Indonesian nation. The findings/innovations of this research is Makassarese language teaching materials that integrate the values of character that is expected to support the learning of students in the school, as a manifestation of the role of education in producing a golden generation of intelligent and competitive.

B. CHARACTER BUILDING THROUGH MAKASSARESE LANGUAGE LEARNING

This section will discuss more about the Makassarese language teaching materials as well as development in the learning model and steps to develop character values into process of learning/teaching materials.

Learning Model Definition

According to Pribadi (2010: 86), the learning model is basically a form of learning that is reflected from start to finish is typically presented by the lecturer or teacher. Form of learning is a process that describes the patterns of thinking, as well as the overall concept of inter-related. Told as a pattern of thinking, because this model can be interpreted as a series of approaches, strategies, methods, techniques and even become a learning tactics and intact.

Furthermore, Soekamto et al. (in Trianto, 2011: 22) states that the learning model is a conceptual framework that describes the procedure of organizing systematic learning experience to achieve a specific learning goal, and serve as guidelines for the designers of learning and teaching in planning learning activities.

In addition, the term of models can also be interpreted as a form or pattern of development results to find something new according to certain rules and methods that give birth to a new formulation desired. The results of the development of the learning model is a set of activities consisting of planning, development, and evaluation of learning systems to obtain a series of processes or activities that generate a learning device based on the theory of development that has been there.

From the above description it can be concluded that the model is a conceptual framework that describes the procedure of organizing systematic learning experience to achieve specific learning objectives in the form of a series of approaches, strategies, methods, and techniques of learning. In other words, a learning model or frame of wrap application of an approach, methods, and techniques of learning. If the approach, strategies, methods, techniques and tactics of learning already strung into a coherent whole, they form what is called the learning model.

The Substance of Model Development

The following is the opinion of several experts on the development of the model. According Mulyana (2003: 42-47), the development model of language teaching materials is an activity that begins from research to get an overview of the document language teaching and learning materials as well as the needs of elementary school students and followed by language teaching materials development activities through several trials teaching materials are acceptable and objective with the stages that will be designed by the researchers so get effective language teaching materials, both from the aspect of language knowledge consists of phonology, morphology, syntax, and

semantics as well as the four language skills, namely listening skills, speaking skills, reading skills, and writing skills.

Furthermore, according to Halim (2007: 64), the development of models of teaching materials is a form of simplification of complex matters so that the solution becomes easy and simple, can be displayed main parts are important and necessary. Specifically, the development of language teaching materials Makassar local content means developing teaching materials of local content created by related department curriculum tailored to the prevailing model of teaching materials to get local content effectively and efficiently.

Then, the theoretically, model of language teaching development materials is carried on in three ways, namely systemic, process, and objective. Systemic means development of language teaching materials include; (a) the elements of teaching materials, the content of teaching materials, and the design of instructional materials in accordance with the needs of the learners or students in elementary school and (b) development of learning components, such as goals, approaches, methods, techniques and evaluation. In the process, the development of language teaching materials is conducted in particular sequence by taking into account scale of priorities, phasing, thorough, and element of interest.

The Concept of Model Being Developed

In essence, the model is a conceptual framework that describes the procedure of organizing systematic learning experience to achieve specific learning objectives in the form of a series of approaches, strategies, methods, and techniques of learning. In other words, a learning model or frame of wrap application of an approach, methods, and techniques of learning. If the approach, strategies, methods, techniques and tactics of learning already strung into a coherent whole, they form what is called the learning model.

Relation to the development of language teaching materials Makassar models a concept developed to produce teaching materials based on the analysis of the needs of the elementary school students as the production target. In developing this model, the model developed Borg and Gall serve as a guide or reference in developing the concept/basic framework of the systematic learning model. In addition, the authors also adopted the model developed by Brown related to model development phase of teaching materials which are classified into three main stages namely: development, implementation, and evaluation.

Henceforth in this study will be used two models of development by Borg and Gall, and Brown as a reference in the research steps that will be taken in the construction of models of language teaching materials Makassar for elementary school students in the city of Makassar.

1. Research and Development Model (Borg and Gall)

Research and Development (R & D) can be simply defined as a method of research used to produce a particular product, and test the effectiveness of these products. From this definition, research and development has implications on two main points, namely, products and effectiveness. Research and development is defined as a process or steps to develop a new product or enhance existing products, which can be justified.

Thus, R & D can also be interpreted as a process of attempted delivery of products both are 100% new and modification and innovation of existing products but still has validity, the validity and reliability through a process with criteria and scientific standards that have been there over and over again .

Related to the complexity of the mechanisms and measures of research and development in the field of education Borg and Gall (2003: 542-543) states there are ten steps in an implementation of research and development in the field of education from a very early (preliminary) to the nature of its dissemination of research results . Here is a step-by-step systematic method of research and development according to Borg and Gall.

The first is 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. Second, planning. The most important thing in this step is to determine specific goals to be achieved from the product itself.

Third, the developing the preliminary form of the product. This steps taken after the plan specific goals to be achieved from the product itself by paying attention to the needs analysis. At this stage the initial product is designed desired. The products are simple and plain initially incomplete and still in need of revision and refinement.

Fourth, preliminary field testing. After the initial product is designed, then field tested. Generally, a preliminary field testing was 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.

Fifth, revising the main product. After input and initial evaluation of the results obtained, further revised the initial product. The purpose of the revision is to enhance the product in accordance with the standards and requirements of existing.

Sixth, the main field testing. At this step, the main objective was to determine whether the product has been designed to meet or answer pre-determined performance goals. In this stage, usually research products have been tested in the field using the design.

Seventh, 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.

Eighth, 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.

Ninth, 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.

Tenth, 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, to load in a scientific journal, or work with a publisher that might be able to publish and distribute the product commercially.

Ten steps described by Borg and Gall is a systematic step that serves as guidance for researchers to develop models of teaching materials in research and development-

based education. These steps are gradually implemented at least in order to get maximum results and quality.

2. Brown Model

Brown (1995: 139-140) suggests the development of a model of teaching materials is a process that involves three main phases, namely a) develop instructional materials, b) learning in the classroom (field testing), and c) evaluation of instructional materials. In every phase of each activity are different, is described in detail following the diagram and explanation.

The first phase of the development phase consists of activities (a) needs analysis, (b) defining goals and objectives, (c) test the ability of beginning and student characteristics, and (d) preparing instructional materials as a product. Furthermore, the second phase is the implementation phase of learning include (a) teaching and learning in the classroom, (b) a discussion between teacher and author of teaching materials, and (c) revision for final repairs, and then the third phase of the evaluation, in this phase includes five case namely: (a) evaluating teaching materials, (b) revision of teaching materials, (c) generating and designing the teaching materials, (d) distribution and publication (internally or externally on a small scale or large), and (e) it should be noted materials teaching never ends at a certain point he is always evolving according to the needs of trends that are highly dependent on the needs of learners at a particular time.

Position of Makassarese Language

Makassarese language serves as regional language. This position is based on the fact that the local language into the language of instruction and the connections between speakers of the local language and culture as well as supporting the community and society generally in South Sulawesi province, specifically in Makassar city. This can be seen in the depiction of the people of Makassar, which is in the tradition of attitudes, and language is what distinguishes it from other public entity. Although in many writings, community groups called tribes Makassar. Nonetheless, broadly in society, both major tribes living in South Sulawesi, the Bugis and Makassar tribes, more commonly incorporated into the Bugis-Makassar. In fact, it is not much of a difference, which is prominent only in the language it uses. Therefore, the designation of Makassar society is more often associated with the speakers of the local language. (Wahid, 2007: 27-28)

According to Alwi and Sugono (2003: 40), the position of the local language to be seen two perspectives: (1) the local language as a means of communication for speakers who come from the same ethnic group, and (2) the local language in relation to Indonesian.

Judging from the first-mentioned position, serves as a regional language (1) symbol of regional pride, (2) the symbol of regional identity, (3) interfaces in the family and local community, (4) a means of supporting local culture and Indonesian, and (5) supporting regional literature and Indonesian literature. However, of the five functions is evident that the four functions has not gone as expected.

Development of the Karakter Education in the Learning Process

Referring to the Rule of Character Education Development by the Ministry of Education and Culture (MEC), basically teaching character education in the principles covered as follows: (1) promote the basic ethical values as the basis of character, (2) identifying characters in a comprehensive 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, build their character, and helps them to succeed, and (6) promoting the growth of self-motivated learners. (Asmani 2011: 56-60)

Learning system design consists of four components that have a functional relationship and intertwined with each other between the learning materials, learning competencies, learning strategies, and evaluating learning. Learning strategy which is the third link that connects between the subject matter and the competence of a material. So the things that should be taken into consideration in the development of teaching materials.

According Barnawi and M. Arifin (2012: 66-68), there are four strategies offered to implement character education in schools. First, the strategy of autonomy, namely by placing the character education as a separate subject. Secondly, the strategy of integration by bringing the values and characters that will be formed in each subject. Third, extracurricular strategy through an additional activity-oriented character building of students. Fourth, the strategy collaboration by combining the three models in all school activities.

Further MEC (2011: 13) provide input related to the ways that can be taken in order to internalize the character education in language learning also requires the ability of developers of teaching materials and subject teachers to follow up on these inputs. The way that can be taken are as follows: (1) expresses the values that exist in the learning material, (2) integrating the values of the characters become an integral part of the learning material, (3) use of imagery, and make comparisons with similar events in the life learners (students), (4) change the negative things into positive values, (5) expresses the values through discussion and brainstorming, (6) using stories to bring the values, (7) tells the story of the lives of those great man, (8) introducing characters in scripture, (9) using drama to portray the events that contain values, and (10) using a variety of activities, such as charitable activities, and social events, as well as (11) field practices such as inter-thematic study groups of students.

Based on the above two views as expressed Barnawi and M. Arifin and input from MEC. The authors in the development of Makassarese language teaching material implement integration strategies by integrating the values and characters that will be formed in each subject of Barnawi and M. Arifin, in line also with the MEC way which is the input values that integrate character into integrated part of the learning material.

It can be concluded that the integrated character education in learning is the introduction of values, gained awareness of the importance of values and the internalization of values into the behavior of everyday learners through the learning process, both inside and outside the classroom on all subjects, including Makassarese languages. Integration of character education on subjects leads to the internalization of values in everyday behavior through the learning process of the stages of planning, implementation, and assessment. This is consistent with the pattern of development by MEC learning model, known by the acronym ICARE (Introduction, Connection, Application, Reflection, and Extension).

C. VALUES OF CHARACTER DEVELOPED IN MAKASSAR LANGUAGE LEARNING

Location and Development Objectives

Before going any further on the values of the characters are developed in learning, first need to know the location of execution profiles, and target implementation of teaching materials.

Referring to the steps of the Borg and Gall's research, development prior learning model begins with a preliminary survey in four districts were selected as the sample, District Mangala, Panakkukang District, Bontoala District and Wajo District. Selection of the four districts is done randomly. Furthermore, the determination also 4 schools from every district were randomly selected from a list that has been obtained through the Center for Education Data and Statistics, MEC.

After a preliminary survey done, then followed with a needs analysis and pre-test. The second step is conducted at four elementary schools namely: SD Inpres Antang II (Manggala District), SD Inpres Tello Baru I/2 (Panakkukang District), SD Negeri Gaddong 1 (Bontoala District) and SD Aisyiyah' Muhammadiyah 3 (Wajo District). This four schools separated into two category that: the control class and experimental class. Control class is a class that is not given special treatment, while the experimental class is a class given special treatment.

Furthermore, the target is the implementation of teaching materials of fifth grade students of elementary school. Their ages ranged between 11-12 years. With a target implementation, the teaching materials produced will be used by students at this level. The reason for choosing this level being targeted, if considered age, learning the language at this age are included in the operating of concrete operational period (Singer and Revenson, 1996: 22-25). The introduction of the characteristics of primary school students is very important because it affects the components is done in the framework of the research, as well as the development of teaching materials, such as needs analysis, the type of test is given, as well as the selection of the content and topic teaching materials developed.

The Values of Character

As has been noted previously that basically character education can be developed through the learning process in an integrated manner. Following further exposure related to the values of character can be developed in learning process.

Fathul Muin (in Barnawi and M. Arifin, 2012: 27) states that it is essentially important pillar of the human character consists of six terms of which is as follows: (1) respect; (2) responsibility; (3) citizenship-civic duty; (4) justice and fairness; (5) concern and willingness to share (caring); (6) trustworthiness.

Furthermore, the MEC identified 18 values derived from religion, Pancasila, culture and national education goals, namely: (1) Religious, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Work hard, (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 (Curriculum Center, 2009: 9-10 in Kemdikbud Director General of Basic Education, 2011: 26-27).

Based on the above guidelines, then it should be the development of teaching materials based on character values can refer to aspects of these objectives, so that the resulting teaching materials can achieve the expected goals lead generation and character.

Steps of Learning Material Development

Developed teaching materials obtained from a series of stages which refers to the concept model of Research and Development (R & D). Based on this concept, a development of teaching materials should be based on research and then do the development. The measures undertaken by the researcher begins with a preliminary survey.

The results of a preliminary survey (observation) found that character education to students by schools is still limited to the delivery through the pictures in the school corridor, as well as posts installed in the principal's office. While teachers place more emphasis on exemplary in attitude and in his talk at the school the student was seen applying a character in the language, the local language of the particular choice of words used (Observations, March to April 2014).

The study was followed by a needs analysis. Researchers provide a needs analysis questionnaire addressed to students, teachers and principals. Fill in the questionnaire analysis of the needs for students include places Makassar language use to measure students' understanding of character values that have been developed in the community. Then a questionnaire for teachers and principals focused on the expected outcomes of learning the language, as well as the efforts made by teachers to character values in students.

Following exposure to the investment needs analysis related to character values. Questionnaire of students found a misperception of the term that is often heard in the community such as, *Ewako!* which means spirit, it is defined negatively by the students in the questionnaire so that the results of 45% (58 of 129 respondents) disagreed with the statement. Though the word is part of the character values and local wisdom. Furthermore, the questionnaire of teachers stated that the indirect method to enter character values into teaching materials integrated into option 3 of the 4 teachers. It shows that this study is a solution for teachers to develop the character of students. Then the principal's questionnaire found that two schools is still limited to using attributes to instill character values, while 2 other schools already had a meeting with the teachers to equate the views associated means instill character values (Questionnaire and Interview Results, May 2014).

Then from the results of the analysis of the needs of students, teachers and principals defined common goal of learning as follows: (1) reading skills: able to understand the information through reading in the local language, (2) speaking skills: able to give information about something, such as conversing in community, and express ideas in the local language, (3) listening skills: able to listen to the information verbally over the day-to-heart conversations and electronic media, (4) writing skills: able to express ideas in the local language, and can translate a Lontarak script into Makassarese and Indonesia languages, (5) vocabulary: can understand and use the vocabulary of the local language in daily activities, (6) the structure of language: Makassarese language structure can use in oral and written.

The next step is carried out by the researchers plan to develop the initial product specific purpose of the product is achieved by taking into account the needs analysis. At this stage the initial product is designed desired. The products are simple and plain initially incomplete and still in need of revision and refinement.

The specific objectives of the product that has been designed from the start of this study refers to the 18 values that have been identified by the Center for Curriculum MEC and sourced from religion, Pancasila, culture and national education goals of these values was elaborated into the topics taught in the material teaching. The design is as follows:

- 1) Sultan Alauddin (Heroism) – A model of hero which perform a good character as religion followers and have a strong commitment to his country as a citizen.
- 2) Benteng Somba Opu (Historical Site) – A Battle field to defend kingdom territory (nationalism and patriotism).
- 3) *Pemilu* / General Election (Citizenship) – A reflection of democratic practice in Indonesia.
- 4) *Akjaga Andik*/ Sitting for Younger Brother/Sister (Family Live) – Teaching responsibility 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 independent 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.

From the above discussion it can be understood that the stages of the research that has been carried out, among others: a preliminary survey, need analysis and design of the initial product. Then the expected results of teaching materials "*Pappilajarang Basa Mangkasarak*"/ Makassar Language Learning for fifth grade elementary school. The teaching materials were developed based on the character values embodied in the selection of topics which have a correlation with the value of the character to be displayed.

D. CLOSING

Conclusion

Based on the above description then of course it is understood that the development of learning model in local language at the elementary level to instill character values in it is very possible in order to fortify the young generation of the negative impact that may be caused by globalization and technological advancement.

Furthermore, the teaching materials can be tailored to the needs and achieving the intended either by the central government, and local levels in shaping the character of the students, especially elementary school students. Of course, the values of a given character are positive things and can equip students to be individual excellence, character and noble.

Through this paper researchers hope to inspire developers of regional languages in Indonesia in order to make language into the gate area for efforts to develop the character of students at various levels.

Recommendation

The development of teaching materials in local languages throughout Indonesia should have been based on the values of the character. It is based on the needs of the nation in the future. Answering these challenges will require the support of Local

Government and the Department of Education at the City/Regency and Province to facilitate research related to local language teaching materials in order to meet our expectations for them (students) in the future and as a means of preserving the local language of extinction.

Acknowledgement

The researcher would like to acknowledge the Directorate General of Higher Education, Ministry of Education and Culture, Indonesia on research funding has been awarded through a competitive grants scheme. Hopefully, this study provides a positive contribution to the efforts to develop local languages in Indonesia.

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About The Researcher

Sitti Rabiah was born in Makassar. Completing her Bachelor in Applied Linguistics, Universitas Hasanuddin (1983-1988) and Master in Bahasa Indonesia, Universitas Hasanuddin (1999-2002). Then she went on the Doctoral in Language Education, Universitas Negeri Jakarta (2008-2012). She is a lecturer at the Faculty of Letters, Universitas Muslim Indonesia. And since October 2013, she served as Head of the Indonesian Language and Literature Studies. She is active in various scientific activities such as: International Congress of Regional Languages of South Sulawesi II, Indonesian Language Congress X, and International Congress of Regional Culture III. Regional language for she is a crutch for the Indonesian national language as well as the identity of the community and should continue to be preserved, one of them through education and research.