STUDENTS’ AND TEACHERS’ VIEWS ON INDONESIAN LEARNING MATERIAL DEVELOPMENT BASED LOCAL WISDOM FOR CLASS X SMAN 3 PALOPO

Sehe Madeamin
Indonesia Language Education Department, Palopo Cokroaminoto University
(madeamin.sehe@yahoo.com)

This study aims at describing teachers’ and students’ towards developing Indonesian learning materials based local wisdom in class X SMA Negeri 3 Palopo. This research is a research and development with the stages of research as demonstrated by Borg and Gall & Sugiyono. Material development begins with preliminary studies, preparation of prototypes, expert validation test, testing in schools, and the analysis of the test results. The results of this study in the form of products, namely: (1) the student book, (2) Lesson Plan, and (3) Students’ worksheet. The trial results questionnaire data show that teachers positively responded that the Indonesian learning based local wisdom need to be taught in high schools today. Another positive response from the teacher is that local wisdom is used more and valuable compare to the material which laden general or modernist. Learning local wisdom by raising the phenomenon of social, cultural, religious, and other aspects of life in the local community is a strategic step to introduce to the younger generation. Then, the views of students learning Indonesian judge that local wisdom is very important because it can attract and motivate to earnestly study Indonesian material.

Keywords: teachers’ and students’ view, learning materials, local wisdom.

1. Introduction

Learning activities is not only instilling the attitude, knowledge and skills but also transforming attitudes, knowledge, and skills into a competency. In these kinds of activity there are many teachers have problems in the teaching-learning process so it effect on teaching and learning process which is done in the classroom. Therefore, teachers should develop learning materials first before teaching in the classroom.

The development of teaching materials is based on the Government Regulation No. 19 Year 2005 Article 20 which states that teachers are expected to develop learning materials. This then, is reinforced through Ministerial Regulation No. 41 Year 2007 concerning the standard planning process, which reads the lesson plan learning process that requires teachers to develop a lesson plan (LP). One component of that is learning materials as a major source in the learning process. Availability of these learning materials components is the responsibility of teachers which function as teachers’ guidance in directing the competence that should be taught to students, guidance for students on the substance of competence which should be learned /
mastered and evaluation tools achievement/ mastery of learning outcomes. Based on this explanation, in order to improve the quality of Indonesian language teaching in the high schools, it is necessary to develop Indonesian learning materials. The development of learning materials in this case means to develop Indonesian language learning material based local wisdom. Local wisdom is the excellent potential of each region which distinguishes it from other regions.

This study aims to assess the views of teachers and students about the Indonesian learning materials development based local wisdom at class X SMA Negeri 3 Palopo. The theoretical benefit of this research is enriching the science; especially Indonesian teaching and learning based local wisdom in high school.

The linguists have different views on language learning. The difference was due based on their views 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 choosing 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. Top-down strategy focuses more on messaging and text structure as a whole while bottom-up strategy focuses on the oral and written messages, among other phonemes, graphemes, basic words and grammatical elements required to understand the message delivered either orally or writing.

There are some theories of first language teaching, those are structural flow, transformational generative flow and Krashen’s theory. Referring to the structural flow, Ferdinand de Saussure (1857-1913) explains the nature of language and differentiates between thinking and sensory aspects, and he also explained the relationship between language and meaning of the formula. The language would not be meaningful if the speaker and the listener is not able to understand. Transformational generative flow was pioneered by Noam Chomsky, American linguist, which appeared around 1957. This school argues that any language speakers must have knowledge of the rules of language and knowledge of language skills. Furthermore, Chomsky (1957), suggests that language skills can be divided into two kinds of competence and performance. Competence is the knowledge of the language system which includes knowledge systems sentences (syntax), word forming system (morphology), the sound system (phonology) and the system of meaning (semantics). While performance is utterances that can be heard or read. Krashen explains the five hypotheses to be considered in second language learning. The fifth hypothesis is as follows: (1) the hypothesis difference acquisition and learning, (2) the hypothesis natural order, (3), the monitor hypothesis, (4) input hypothesis, and (5) the affective filter hypothesis (Indihadi, 2007: 17-20).

Approach is a set of assumptions that handles correlative nature of language teaching and learning. The approach is axiomatic approach to describe the nature 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 practice of language learning. Cahyani, (2012: 89) argues that the approach is a theoretical basis for such a method. The approaches are divided into four, they are communicative
approach, integrated learning approach, process skills approach and contextual approach.

Learning materials (instructional materials) is the knowledge, skills and attitudes that must be mastered by the student in order to meet the defined core competencies (Mulyasa, 2006). Education Department (2006) points out, the steps of learning materials selection, they are: 1) Identify aspects that are in the standards and basic Competence, 2) Identify the types of learning materials, 3) Choose the types of material which meets the standards and basic competence. Education Department (2008) details the basic principles of development of materials such as relevance, consistency, and adequacy. The types of learning materials can be classified into some kinds, they are: fact, concept, principles, procedure, and attitude or value.

Learning based local wisdom is learning which utilize advantage of local and regional which covers the economic, cultural, information and communication technology, ecology and others, which benefit for the development of student competence. (Depdiknas, 2008). The concept of the development of local wisdom refers to a variety of potential such as: natural resources, human resources, geographic and history.

2. Methods
   a. Research Model

   This study uses Research and Development (R & D) model of the Borg and Gall (2003). This study used two approaches, namely: (1) the qualitative approach was used for candidate users’ response toward Indonesian learning materials development based local wisdom that is focus group discussion (FGD). It was carried out at an early stage through interviews and discussions with the informant about test plans I (early) and at the trial I (early) and II trials (primary) for the preparation of the prototype into the Indonesian learning materials development based local wisdom. It was also carried out at the final stage to see stabilization of trial results; (2) the quantitative approach used in experiments to test the effectiveness of the Indonesian learning materials development based local wisdom that has been generated. The data of evaluating the effectiveness of the Indonesian learning materials development based local wisdom was carried through the processing of data obtained from the results of the main test.

   b. Research Design

   The study design is a brief overview of how to conduct research that began in the early stages until the final stages. Natsir, (1988: 99) argues that research design is all the processes needed in the planning and execution of research. In line with this type of research, the purpose of this research is to carry out the procedure development to produce a material development. The procedure is the development of measures or steps taken by investigators in generating products. Stages of development research in question can be seen in the picture below
This research data is derived from (1) Indonesian learning materials development based on local wisdom such as: (a) natural resources, consisting of: durian, sago, chocolate / cocoa, rambutan, rice, and corn; (b) the potential of culture, consisting of: maccera tasik; (c) the historical potential, comprising: Jami Mosque and Andi Jemma; and (d) the potential culinary, namely Kapurung; (2) validity of the learning materials development, and (3) the implementation of learning materials development in the classroom.

The data consists of oral and written data. Data derived from the oral verbal suggestions and criticism about the product by the linguists of Indonesian language learning material development of local wisdom, learning materials design experts, practitioners (teachers), and students. Data is written in the form of a correction / feedback / suggestions directly written on the product obtained from expert language learning, learning materials design, experts, practitioners (teachers), and students.
d. Data Analysis Techniques

In this study, characteristics data, students' needs, strengths and limitations of learning materials development results, are analyzed descriptively. The reason is because the use of descriptive analysis can be used to represent the results of the questionnaire. Data analysis was performed by selecting and grouping the data, expose or describing data in narrative form, visualize the data (tables and graphs), and concluded in the form of a statement or interpret the data according to the research question. This analysis technique is used to process the data obtained through questionnaires in descriptive form percentage. For quantitative data, the processing and analysis of data used descriptive statistics.

3. Finding and Discussion

a. Research Analysis of Teachers’ and Students’ Views on Development of Indonesian Learning Materials Development based Local wisdom in Class X SMA Negeri 3 Palopa.

This part will discuss about teachers’ view on the material development and coherence of the experience during the use of learning materials based local wisdom and the views associated with the responses, comments, and even an assessment of the disadvantages and advantages of learning materials based local advantages making it feasible to be developed and applied to the Indonesian language learning in the future. If teachers and students assess the Indonesian learning materials development based local wisdom is very good, it will be recommended to schools to use it.

1) Teachers’ View

The teachers’ view on Indonesian learning materials development based local wisdom is obtained from the questionnaire. Teachers argued that it should be taught to students. If it is not taught at secondary school level, it will be even more difficult to understand when students finish high school. Not all students continue their education to college so to understand the benefits of local start disconnected. It can be seen in quotation of teacher answer on questionnaire as following:

Indonesian based local wisdom is very necessary and important to be taught because not all students continue their education to a higher level so that science-based advantages can be obtained from the local secondary education and will be implemented in life” (Source: Results of a questionnaire from Indonesian teachers).

Referring to the teacher's response, it appears that the local wisdom is very necessary and important to be taught in high school. It is a form of introduction and character building which integrated in the local wisdom. Teachers believe that not all students in secondary schools today recognize and know the local wisdom of their respective regions. Understanding and knowledge of the importance of local wisdom based learning needs to be instilled in students as learners are supposed to start from the elementary school level and especially at the high school level. This needs to be done to give birth to a generation that cares benefits of local area and are aware of the importance of the various aspects related to local wisdom, then the student is capable of processing resources, involved in the service / services or other activities related to local wisdom to earn income and preserve the culture, traditions and resources into the region as the foundation of life in the future. Students today...
are more familiar with the western culture. Understanding of Western culture is very easy with a variety of access and communication media so that an understanding of the benefits of local and culture began to be abandoned is not even known.

Another teacher said that "When taught by integrating local wisdom in learning Indonesian, it is very helpful for students now and forever. When compared with a charge of material with a modernist concept on the grounds come of time, it is still far superior local content and useful especially in terms of order value". (Source: The questionnaire results from Indonesian teacher).

Observing these quotations, teacher's response seemed very positive towards learning Indonesian local wisdom. In terms of the benefits and value-laden, local wisdom are far more useful and valuable than general or modernist material. Learning local wisdom by raising the phenomenon of social, cultural, religious, and other aspects of life in the local community is a strategic step to introduce to the younger generation. So, the teachers' understanding of the material development, especially the Indonesian learning materials development based local wisdom is indispensable.

Positive response of teachers to the local wisdom based learning also appears on the following questionnaire: "The material according to the needs of students and content standard, the material includes concepts and facts as well as the scope is already measuring the four language skills, they are listening, speaking, reading, and writing. (Source: The questionnaire results from Indonesian teacher).

2) Students’ View

Generally students of the class X-1 SMA Negeri 3 Palopo responded positively to the learning materials development based local wisdom. According to the students, learning local wisdom is something new. The student's response can be seen in the following table.
Table 1. Student’ Response to the learning materials development based local wisdom

<table>
<thead>
<tr>
<th>No</th>
<th>The Indicators of Students’ View</th>
<th>Students’ View (F)</th>
<th>(%)</th>
<th>Students’ View (F)</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning Indonesian based local wisdom is a new thing for me</td>
<td>12</td>
<td>40</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>Learning Indonesian based local wisdom motivates me to earnestly study other Indonesian learning material</td>
<td>25</td>
<td>83.33</td>
<td>5</td>
<td>16.66</td>
</tr>
<tr>
<td>3.</td>
<td>I am interested following Indonesian learning based local wisdom</td>
<td>27</td>
<td>90</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Variety questions make me not bored in answering them</td>
<td>22</td>
<td>73.33</td>
<td>8</td>
<td>26.66</td>
</tr>
<tr>
<td>5.</td>
<td>It is easy for me to study Indonesian based local wisdom</td>
<td>21</td>
<td>70</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>6.</td>
<td>I didn’t have any trouble learning Indonesian based local wisdom even without the teacher</td>
<td>21</td>
<td>70</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>7.</td>
<td>Learning Indonesian based local wisdom gives me the opportunity to learn in accordance with my competence</td>
<td>19</td>
<td>63.33</td>
<td>11</td>
<td>36.66</td>
</tr>
<tr>
<td>8.</td>
<td>Learning Indonesian based local wisdom challenged me to explore the benefits of local knowledge in my area</td>
<td>23</td>
<td>76.66</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>9.</td>
<td>I can use the Indonesian based local wisdom in solving the problems of everyday life</td>
<td>24</td>
<td>80</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>10.</td>
<td>Indonesian lessons using local wisdom encouraged me to develop my basic skills in language</td>
<td>26</td>
<td>86.66</td>
<td>4</td>
<td>13.33</td>
</tr>
</tbody>
</table>

Table 1. Illustrates the students' views on Indonesian learning materials development based local wisdom. In general, it shows that students view the learning materials development based local wisdom very good to be applied in schools. This is a step to introduce the local wisdom and value that has been less socialized and not be imparted to the students, so there are still many students who do not know and understand the advantages of the region.

In accordance with the results of questionnaires that have been distributed to students of class X-1 SMA Negeri 3 Palopo, many students stated that learning Indonesian based local wisdom is not something new to him. They stated that it has been taught to them before but it was not intensive. Teachers just simply inform and assigned them to find a few things related to their residence. Unlike the Indonesian language learning which based on local wisdom, it is already designed completely, especially the students' books and worksheet which contain almost all basic standards and competencies in odd semester of class X.

Almost all the students state that they were highly motivated with Indonesian learning based local wisdom. This is caused by the students’ own suggestion to study the phenomenon of the region which has been designed in forms of text. The students’ interest and motivation are also by well designing worksheet and evaluation. Each learning theme is designed with pictures that reflect local wisdom, such the text with a durian and cacao picture. The pictures motivate students to learn and it even make students are easy to do the tasks and evaluation.

Referring to the difficulty level of Indonesian learning based local wisdom, it is viewed by the students that it is accordance with their competence. Description and range of material is contextual so they understand it easily, and it is felt by almost of students. According to them, Indonesian learning based local wisdom can be studied alone even without the...
teachers. By positively respond on the use of Indonesian learning based local wisdom, it can be a challenging for students to explore the knowledge of the region local wisdom. They also said that the material that has been presented in the students’ books and worksheets are exploring process to a variety of local wisdom that is only known in general before. Used to be, students only remembered the types and forms of local wisdom without elaborating its value deeply. In fact, students can understand the structure of Luwu area, its society character and history. In line with these responses, the students also suggest to use Indonesian local wisdom, as shown in the column of the following suggestions.

<table>
<thead>
<tr>
<th>The use of Indonesian language (local vocabulary, local language) need to be integrated to discourse text</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion, it would be nice if the book or the discourse of Indonesian learning material use local discourse so that students can get to know and understand the meaning and value of that vocabulary</td>
</tr>
<tr>
<td>In my opinion, the use of local language learning materials in Indonesian leaning based local wisdom needs to be multiplied in order to add our insight and local knowledge</td>
</tr>
</tbody>
</table>

Those students’ suggestions are an impressive form against the teacher and the developer of learning material based local wisdom. Students suggest and hope that the learning material based local wisdom design use more local languages that reflect regional advantage. For example: the use of local languages phrases and expression.

<table>
<thead>
<tr>
<th>In the literary material, it should be integrating more local stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion, the Indonesian language teaching should include material relating to the regional languages such as local story or folktale so that we can increase our knowledge about your own local stories.</td>
</tr>
</tbody>
</table>

Beside the use of local language vocabulary, students also assumes that local wisdom based learning materials would be better if reproduce literary text area and local stories in literary material. It is intended to introduce local literature to its community. Many students today do not know and understand the types and forms of regional literature. Therefore, learning material based local wisdom which designed by teacher and curriculum designer becomes a medium of introducing local folklore respectively.

<table>
<thead>
<tr>
<th>My suggestion that Indonesian based local wisdom is more developed so the local wisdom is in progress and known by many people. Moreover, the local language potentially become the national language if it is widely used in Indonesian language learning materials</th>
</tr>
</thead>
</table>

In general, the students responded very positively on the Indonesian learning materials development based local wisdom. Students are stated that it will provide benefits for the local cultural development to be known by the public.
b. Discussion

Indonesian learning materials development based local wisdom is considered gives positive contribution to the improvement of learning outcomes in learning. By doing it in ten meetings, teachers can implement and manage the learning well and students are actively and creatively following the learning so that the results achieved in accordance with the curriculum targets. This is in line with the concept proposed by Mulyasa (2013: 192) that creative learning requires teachers to be able to stimulate the creativity of students, both in developing thinking skills as well as in performing an action.

Teachers recommended that Indonesian learning materials development based local wisdom is needed to be taught by teachers in high school because if it is not, the students will be even more difficult to understand it when they graduated from high school. Then, it is also argued that not all students continue their education to college so understanding the local culture is disconnected.

It is important to introduce Indonesian learning materials development based local wisdom as it is a form of character building which integrated into local wisdom. It consists of some moral for students and this moral value is believed to have not understood completely by students in high school today. Another importance of it is as the promotion of social phenomenon, culture, religious teaching, and other aspects of local community life.

For students, learning Indonesian materials based local wisdom is something new, but it has various advantages that deserve to be studied. Studying local wisdom is the beginning of understanding and knowing the advantages and values of local wisdom that has been less instilled in the younger generation.

Referring to it, Ausubel (1978) suggested that meaningful learning occurs when a process of tying new information on relevant concepts contained in a person's cognitive structure. In other words, by discovery learning, students associate their prior knowledge with learning materials being studied (Dahar, 2006). Thus, the significance of learning is achieved because prior knowledge of the students about the potential of the local wisdom is associated with the newly acquired knowledge. That is, the learning material must be matched with the student's ability and should be relevant to their cognitive structure. Therefore, instructional materials must be associated with the students’ prior knowledge, so that new concepts are completely absorbed by them. Thus, through Indonesian learning materials based local wisdom, students can construct their own understanding through the use of the materials that have close relations with the environment so that the expected learning objectives is achieved.

Students also stated that Indonesian learning materials based local wisdom is something that should be taught in schools because it can attract and motivate to earnestly study the Indonesian material. According to Donald (in Soemanto, 1990: 191), the motivation is a change of someone in his/her self which is characterized by the effective encouragement and reactions in order to achieve objectives. Most f students argued that by learning local wisdom, they are very motivated in learning. This is caused by the students’ own suggestion to study the phenomenon of their area that has been designed in learning materials.
Students’ well responses on Indonesian learning materials based local wisdom learning Indonesian can be challenging to explore the knowledge of local wisdom that exist in their region. According to students, the material that has been presented in the students’ books and worksheets are process of exploring a variety of local wisdom that is only known in general before. Students only remember the types and forms of local wisdom without elaborating deeply its values. In fact, students can understand Luwu structure, its condition, its society character and its history.

4. Conclusions and Suggestions
   a. Conclusions

   It can be concluded through this study that teacher view learning Indonesian materials based local wisdom in public high schools is really needed to be taught as a medium of imparting knowledge and the introduction of local wisdom. In addition, through local wisdom, it can raise social phenomenon, cultural, religious, and other aspects of local community life. Meanwhile for students, it is something new, but it has various advantages that must be studied. They view studying Indonesian learning materials based local wisdom is the start of understanding and recognizing the benefits of local as well as local moral values which have been less instilled in the younger generation. Furthermore, the students found local wisdom based learning is something that should be taught in schools because it can attract and motivate them to study Indonesian material deeply. In fact, students can understand Luwu structure, its social condition, its society character as well as its history.

   b. Suggestion

   Through this research it is suggested some suggestion; 1) It is suggested to local governments in order to recommend the Indonesian learning materials development based local wisdom to be used at the high schools in Palopo and Luwu Raya, 2) The product of this learning materials development can be used as Indonesian learning materials in high school. Therefore, it is recommended that book authors are motivated to develop Indonesian learning materials development based local wisdom as a means for students to know, understand, and have the responsibility and skills in managing local wisdom of their region, and 3) this research the development is still limited on Indonesian learning materials development based local wisdom at class X SMA Negeri 3 Palopo. Therefore, other researchers suggested to develop the aspects that have not been examined in this study as an attempt embellishment of Indonesian material.

5. References

*This paper has been presented at Sahid Jaya Hotel Makassar- International Conference on Natural and Social Sciences 2017. Palopo Cokroaminoto University, Makassar, March 12-13, 2017.*