



Description Analysis of Semester Implementation Plan and Teaching Materials for Tolaki Language: A Preliminary Study of Tolaki Language Teaching Materials Development

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ABSTRACT

Semester implementation plans and teaching materials are important documents in supporting the learning process. This study aims to describe the semester implementation plan and teaching materials for Tolaki language courses currently used in the Indonesian Language and Literature Education study program at Lakidende University. Data were obtained from document studies, interviews and observations. The results of research related to semester implementation plans include aspects of learning objectives, material focus, methods, and evaluation, while the results of teaching material research include interest in teaching materials, validity and reliability of materials, attractiveness, benefits of materials and students' views on teaching materials, ease of use of teaching materials, and flexibility of teaching materials. The results of this study will be a reference for developing semester implementation plans and teaching materials that refer to the needs of lecturers and students as users. For this reason, this research is very important to do to find out the needs of students and lecturers that are relevant to the curriculum and teaching materials.

Keywords: *Teaching Materials, Tolaki Language, Semester Implementation Plan*

INTRODUCTION

Tolaki is the mother tongue of mainland Southeast Sulawesi. The number of Tolaki speakers reaches 238,000 (Badan Pengembangan dan Pembinaan Bahasa, 2018). Tolaki speakers are also divided into two dialects namely Konawe and Mekongga. The Konawe Tolaki dialect includes Kendari, Konawe, South Konawe and North Konawe while the Mekongga Tolaki dialect includes Kolaka, North Kolaka and East Kolaka. Tolaki regional language is a language that is in an endangered position (Firman et al, 2019). Some of the factors that cause Tolaki language to be endangered are: (a) the use of everyday language among the Tolaki tribe is dominated by Indonesian, (b) concern for the local language as pride, loyalty and awareness is very low, and (c) the influence of communication between the Tolaki tribe and migrants (Sain, 2021). Efforts made to overcome these problems require support from the government and the community. Through the community, it is hoped that the Tolaki regional language is preserved through its use as a conversational language in the family, while through the government it is hoped that policies made can encourage innovation and development of the Tolaki regional language from various aspects, especially in the world of education.

The Konawe district government has issued PERDA Number 3 of 2018 concerning Tolaki language and literature. The regulation states the need to maintain Tolaki language and literature as an effort to preserve the cultural heritage of the Tolaki tribe. One way that needs to be done in preserving Tolaki regional language is to make Tolaki regional language a subject in educational institutions in Konawe Regency (Peraturan Daerah Kabupaten Konawe, 2018). Currently, Tolaki regional language

learning as local content learning has been taught at the elementary and secondary school education unit levels. In addition, Lakidende University which is a higher education institution in Konawe Regency takes a role in preserving local culture as a form of Tridarma of higher education in the field of teaching Tolaki language. Tolaki language learning is taught in the Indonesian language and literature education study program for 3rd semester students with a weight of 2 credits. The expected achievement of the course is that students are expected to be able to speak Tolaki in everyday life.

To support Tolaki language learning in the Indonesian language and literature education study program can be achieved, a semester implementation plan (RPS) and teaching materials are needed in accordance with the Lakidende University curriculum. RPS is a plan for the learning process for one semester which is compiled in each course which is not separate from the university curriculum. RPS is designed and determined independently or a group of expertise in a field of science and / or technology study program (Permenristekdikti, 2015). Teaching materials are materials (both information, tools, and texts) that are arranged systematically, showing a complete figure of the competencies to be mastered by students and used in the learning process (Prastowo, 2014). The teaching materials used contain several parts as follows: (a) initial learning activities in the form of a description of learning objectives, reviews, materials and motivational development activities, (b) learning materials taught to students include various information, concepts, examples, and skills that have been learned by students (c) learning activities allow students to practice or apply various concepts and skills that have been learned (d) performance assessment of student mastery of information, knowledge, and skills that have been learned, and (e) activities that can improve memory (Dick et al, 2005).

From the results of interviews with lecturers in charge of the course, it was found that first, the curriculum was not relevant to the syllabus and teaching materials. This is based on the results of an interview with one of the lecturers in charge of Tolaki language courses who revealed: "For the curriculum, it is not in accordance with the teaching materials. For example, in the curriculum it is explained about telling the local wisdom of the Tolaki tribe. While in this teaching material there is none. So, we make it ourselves." (R). Second, the teaching materials are less interesting to students. The teaching materials used do not connect the lives and conditions of diverse students. Students with Tolaki and non-Tolaki ethnic backgrounds experience obstacles in using the teaching materials used. As stated by the following respondent: "students are not motivated by teaching materials" (R) "some students are easy to learn teaching materials, but there are also children who find it difficult to learn because of different ethnic backgrounds." (IW).

From the above findings, it is very clear that the basic problem in Tolaki language courses is related to the planning of the Semester Implementation Plan (RPS) to teaching materials that have not been developed according to the needs of students and lecturers. Learning planning that is not in accordance with the curriculum and student needs can result in not achieving the expected course learning objectives.

Research related to the development of regional language teaching materials has been carried out, among others, the Development of Teaching Materials for Sasak Language Based on High Order Thinking Skills, teaching materials emphasize formative evaluation based on high order thinking skills, including logic and analytical reasoning skills (Taufiqurahman, 2017) and Development of E-Learning Materials in Regional Language Learning Courses in Elementary Schools. The results showed that students were more enthusiastic about learning because they used e-learning-based



materials so that lectures were not monotonous in class and did not only hear lectures from lecturers, but were more interesting because they could be done anywhere and anytime (Maruti & Samsiyah, 2017). In addition, Rabiah's research with the title Development of Makassar Language Learning Materials Based On The Character Building Concept For 5Th Grade Elementary School Students, produced a learning model and Makassar language learning materials based on the concept of character education with 8 character values abstracted from 18 character values (character education concept) by the Ministry of Education and Culture of the Republic of Indonesia (Rabiah, 2019).

The development of local language learning cannot be separated from the needs of lecturers and students. Efforts to meet these needs can be made by describing the current situation, such as how the curriculum, syllabus, and teaching materials are currently available. The results of this research can be used as initial information related to what needs to be designed for further learning development. For example, research on Rejang language, the results of this study concluded that currently the syllabus and teaching materials must consider several things, 1) clear, specific, straightforward, and measurable learning, 2) learning materials that are learner-centered and consider the level of physical, intellectual, emotional, social, and spiritual development of learners, 3) learning methods must be centered on the conditions and development of learners, 4) evaluation must be able to assess student achievement. For teaching learning materials must consider the following: 1) teaching materials teaching materials must generate interest for students and teachers, , 2) validity and reliability of teaching materials, 3) the ability of the material, 3) the ability to attract interest, 4) have material benefits both short and long term, and 5) improve student perceptions of teaching materials, 6) ease of use of teaching materials and 7) flexibility of teaching materials (Botifar et al, 2019).

From the results of this research, RPS and Tolaki language teaching materials can be developed according to the needs expected by lecturers and students. The needs of lecturers and students are needed in developing teaching materials. Based on this, this article will map the condition of the RPS and Tolaki language teaching materials used in the current Indonesian language and literature education program at Lakidende University.

Research Methods

This research uses a qualitative descriptive method by describing the research data obtained. Data collection techniques were carried out by means of document studies, interviews, observation and documentation. Document study was conducted to find out the condition of RPS and Tolaki language teaching materials used today. The interview technique was conducted to lecturers of Tolaki language courses about teaching materials with indicators developed by Tomlinson (2007). While the observation technique uses indicators developed by Dick and Carey (2005). Data analysis uses qualitative data analysis techniques with steps: 1) data reduction, namely selecting and focusing on information or data transformation obtained from data collection. 2) Data presentation is presenting a set of information from data reduction that may provide the possibility of drawing conclusions. 3) Conclusion drawing and verification, namely activities to conclude and verify information continuously until it becomes detailed (Miles & Hubermann, 1992).

RESULTS AND DISCUSSION

Analysis of Semester Implementation Plan (RPS)

The findings of the analysis of the semester implementation plan used by lecturers teaching Tolaki language courses at the Lakidende University Indonesian Language and Literature Education Study Program are as follows:

Learning objectives

1. Learning objectives are not clearly written related to the learning outcomes set by the study program and equivalence with the KKNI level.
2. The learning objectives described do not elaborate in detail the expected graduate outcomes.
3. The objectives outlined do not mention the criteria used to assess student performance.

Material content

1. The materials developed in Tolaki language learning only focus on the cognitive domain only, resulting in other levels of skill development not being achieved.
2. The material developed in the learning process does not provide benefits for students in their daily lives, because the material is still very s and not in accordance with the needs of students.
3. The materials developed in relation to the skills to be achieved are not organized in detail and systematically.
4. The material developed in the lesson lacks relevance to students' needs and environmental demands, as the material describes things that are not close to the students' environment.
5. The developed materials have considered the available time allocation.

Learning Methods

1. The learning method does not motivate students' self-learning.
2. The learning method does not encourage students to collaborate.
3. Learning methods are less able to train students' critical thinking
4. Lecturer-centered learning method.

Evaluation

1. Evaluation tools are not implemented in the description of assignments that must be done by students in one semester.
2. The evaluation tool does not yet contain criteria and assessment weights.
3. Evaluation results do not elaborate in detail regarding graduate outcomes.
4. Evaluation tools are not used to identify learning difficulties.

Based on the analysis of the description above, it shows that the semester implementation plan needs to be improved starting from learning objectives, material content, methods and evaluation.

Analysis of teaching materials

Based on the results of interviews with two lecturers of Tolaki language courses, namely R and IW which were held on January 9 and 16, 2023 in the room of the Indonesian Language and Literature Education Study Program at Lakidende University. Interview questions include interest in teaching materials, validity and reliability of materials, attractiveness, value of materials, students' views on teaching materials, ease of teaching materials and flexibility of teaching materials. The



teaching materials analyzed were in the form of Hand Out made by lecturers. The results of the analysis are as follows:

First, the aspect of the attractiveness of teaching materials for students needs to be improved, because in terms of covers, colors and images do not exist. While in terms of language and content, it has not varied according to the needs of students, resulting in a lack of interest in students to learn it. "The teaching materials used are still in the form of printed hand outs so that the teaching materials are less interesting for students to use" (R).

Second, the validity of teaching materials is seen in terms of the level of development and needs of students by paying attention to cognitive, psychomotor, affective aspects, moral development of students, and language skills. Of the five indicators asked to respondents, it was found that the validity of the material needs to be improved on moral aspects and language skills. "In my opinion, it has not paid attention to the application of moral aspects and the improvement of four Tolaki language skills, more on the cognitive, general knowledge only." said (R)".

Third, the reliability of the material studied by students, evaluated with the expected level of competence, and the content of the material is adjusted to the expected learning objectives. The results of the analysis of teaching materials show that teaching materials do not have material content that improves students' Tolaki language skills. This is in accordance with the respondent's statement "the teaching materials used have not triggered an increase in students' Tolaki language skills because the material still discusses general matters" (R).

Fourth, the ability of the material to attract the interest and motivation of students and lecturers. This will be related to the following components: material that is interesting for students, for lecturers, broadens students' horizons and experiences, improves language skills, and makes students interested in learning languages. From these indicators, the analysis results show that the material has not been able to attract students' interest because the material presented has not touched students' daily lives. This is in accordance with the statement of the respondent who stated "the teaching materials that we use when, have not been able to make students interested in learning Tolaki because of the differences in regional languages owned by each student." (IW). " (IW). In addition, the materials do not accommodate students' different cultural backgrounds, thus affecting students' desire to learn Tolaki. This is also supported by the respondent's statement which states that "If that, they are not able. Because it is because it is based on culture. If the original Tolaki people, they are somewhat capable. For people of other cultures, it is rather difficult"... (R)

Fifth, the benefits of the material in the short term are related to two things, namely the material developed is in accordance with student needs and the material developed can be measured and assessed in the learning process. The results of interviews with respondents stated that not all materials are related to student needs, but the materials developed can be measured and assessed in learning assessments. The respondent explained that "For example, when students do some evaluations and collect assignments, they do not pay attention to right and wrong related to the assignments given." (R)

Sixth, the benefits of materials in the long term are related to materials developed for philosophical and strategic needs, materials developed to improve Tolaki language skills in communication in the community, and materials developed to be applied in everyday life. The results of the analysis show that the teaching materials

have not provided long-term benefits. The materials only focus on general content and emphasize the knowledge aspect. This shows that the material has not been able to meet the needs of students to be able to communicate using Tolaki in their daily lives.

Seventh, students' views on teaching materials are related to three things, namely students understand the material developed easily, students consider the material developed important, and students consider the material developed can develop Tolaki language skills. Findings in interviews and observations show that the existing material is poorly understood by students because the teaching materials used have not been able to accommodate the ethnic and cultural differences of students so that some students experience obstacles in learning the teaching materials. In addition, the teaching materials used do not emphasize the improvement of students' four Tolaki language skills.

Eighth, the lecturers' views on teaching materials based on the results of interviews with respondents explained that the Tolaki language teaching materials used today need to be revised and developed based on learning objectives and student needs.

Ninth, provide convenience for lecturers. Tolaki language teaching materials based on interviews with respondents explained that the teaching materials did not make it easy for lecturers to develop learning with the reason: "Because in this hand out there is very little material that supports teaching Tolaki language skills to students" (R).

Tenth, the flexibility of the material relates to the ability of teaching materials to be developed more broadly. Tolaki language teaching materials based on the results of interviews with respondents explained that these teaching materials can be developed in other contexts, so they have flexibility. As expressed by the respondent in the following quote: "teaching materials can be developed more broadly by taking into account the local culture and diverse regional languages of students (IW).

Based on the analysis of the description above, it shows that Tolaki language teaching materials need to be improved starting from the attractiveness of learning materials for students, the credibility of teaching materials for students and lecturers, the validity of teaching materials, the validity of materials, the reliability of materials, the ability of teaching materials to attract students and lecturers, the ability of materials to motivate students, the benefits of materials in short-term assessment, the benefits of materials in long-term assessment, providing convenience for lecturers and the flexibility of materials. .

The findings of the observation explain about the learning process of Tolaki language which starts from the initial stage of learning, the stage of presenting the material and the closing stage shows sufficient and insufficient criteria. This illustrates that there is a relationship between the findings of the RPS and teaching materials described above and the implementation of learning in the classroom. Learning planning that is not measurable and systematic will also result in learning implementation that is not optimal.

From the results of the explanation above, information can be obtained about the RPS and teaching materials that must be developed as follows:

1. Learning objectives in the RPS and teaching materials must be adjusted to the learning outcomes that have been determined in the study program by paying attention to the relevance of the KKN level.



2. Learning objectives in the RPS and teaching materials must outline the criteria and assessment weights used to assess student performance.
3. Learning materials in the RPS and teaching materials are tailored to the competencies to be achieved by taking into account the level, knowledge, skills, and socio-culture of students.
4. Learning materials in teaching materials are developed based on the needs of lecturers and students by taking into account the culture around students.
5. Learning materials in the RPS and teaching materials are developed with attention to improving the four Tolaki language skills and the application of student cultural ethics.
6. Learning methods in the RPS and teaching materials developed must use student-centered learning methods.
7. Learning methods in the RPS must be able to motivate learning in improving students' Tolaki language skills.
8. The evaluation in the RPS must contain criteria and assessment weights.
9. The attractiveness of teaching materials is varied by paying attention to the cover, color, material content and language.
10. Relevance between curriculum, RPS and teaching materials.
11. Teaching materials must be able to facilitate differences in the abilities and characteristics of diverse students.
12. Teaching materials are able to attract interest, motivation and provide convenience in learning Tolaki
13. The material must be useful for students' daily life in the nation and state.

CONCLUSION

The findings of this study conclude that the current RPS and teaching materials need to be revised by considering several things:

1. learning objectives must be adjusted to the learning outcomes that have been determined by the study program and equality with the KKN level.
2. Learning materials must be able to improve Tolaki language skills by taking into account the level of knowledge, skills and socio-culture of students.
3. learning methods must motivate students to learn independently, think critically, collaborate and student-centered learning.
4. the evaluation must be able to assess the achievement of student competencies.

For learning materials, the following should be considered:

1. teaching materials should appeal to students' motivation and ease of learning Tolaki,
2. validity and reliability of teaching materials,
3. material that is useful for student life

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