

Indonesian Language Teaching Materials Based on Local Excellence for Elementary Schools

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This study aims to determine the characteristics of teaching materials and to produce Indonesian language teaching materials based on local Excellence that are valid, practical and useful, with readability for elementary schools. This research uses Plomp (1997) research and development (R&D) design model. Results of the study were obtained after the trial of Indonesian Language Teaching Materials Based on Local Excellence was conducted in three elementary schools. Teaching material of local excellence is everything that is characteristic of regionalism which includes aspects of the economy, culture, information and communication as the material in teaching. Data shows that the instrument used was very valid according to the validator, which shows an average value of 3.81. The ability of teachers' use of teaching materials was quite practical, with an average value of 3.80. Students' responses to Indonesian Language Teaching Materials based on local excellence were efficient, with an average value of 3.90. The level of readability is quite high, with an average value of 3.65. According to the category specified in the research method, 3.55 is quite practical. Therefore, Indonesian Language teaching materials based on local excellence are appropriate to use in elementary schools. This research is expected to be able to contribute to elementary school teachers' development of Indonesian language teaching materials.

Key words: *Indonesian Language, Teaching Materials, Local Excellence.*

Introduction

The curriculum is an integral part of the education program. It also must always be revised and updated in line with the times to achieve the educational goals set. The purpose of the



curriculum directs attention to the future. Richards (2001: 113-119) put forward five curriculum perspectives, namely: (1) academic rationalism, (2) social and economic efficiency, (3) student-centred, (4) social reconstruction, and (5) cultural pluralism.

The Indonesian National Examination, especially in Eastern Indonesia, is very worrying compared to other fields of study. This is possibly because the teaching materials used by the teachers do not meet the standard needs of students. Teaching materials are one of the supports for the achievement of learning objectives. As such, teaching materials are designed in such a way so that students understand more easily. However, they must suit standards and basic competencies. Teachers generally use teaching materials that are instant, that can be directly used without difficulty. According to the survey taken from elementary schools in Bulukumba, most of the teaching materials took concrete examples from outside Sulawesi, such as trains and apple trees, however, students had never seen trains and apple trees in the flesh. Therefore, the researchers developed Indonesian language teaching materials using the Borg & Gall development model, which contain local excellence, are valid, practical, useful and have a level of readability in elementary schools in Bulukumba Regency. This research used a research and development (R&D) design, that is, developing and creating a product of Indonesian language teaching materials based on local excellence that is valid, practical, and effective with readability in elementary schools.

To improve the quality of Indonesian language learning in elementary schools, developing Indonesian language materials was considered necessary, especially because teaching materials have an essential role in supporting the implementation of Indonesian language learning in elementary schools.

The development of teaching materials is based on government regulation No. 19/2005 Article 20, which states that teachers are expected to develop teaching materials. It was emphasised by the Minister of National Education Regulation No. 41/2007, concerning a standard process that reads as the planning of the learning process, which requires teachers to develop a lesson plan. One component of the lesson plan is the teaching material, the primary source in the learning process. The availability of the teaching materials component is the teacher's responsibility. The material will direct teachers to bring up the competencies that students have to learn. It also becomes a guideline for students as to the substance of competencies they should master, and provides evaluation tools to achieve their learning goals (Directorate of Elementary School Development, 2008: 6).

Based on those regulations and the operational basis above, teachers might develop local excellence in schools through Learning Based on Local Excellence. Local excellence is an effort to realize learning that takes advantage of local advantages in the aspects of economy, culture, information and communication technology, language, ecology, and others, all of

which are beneficial for the development of the potential of students (Hearn, G., Roodhouse, S., & Blakey, J., 2007). Education based on local excellence can be obtained by students from formal and non-formal education units that have received accreditation and from the surrounding community as a potential resource that needs to be developed and preserved (Suratmi, S., Laihat, L., & Santri, D. J., 2018), so that the characteristics of the surrounding environment will be realized.. Its implementation in elementary schools becomes a way to empower students to get to know, to understand, and to have a positive attitude towards their environment; students also acquire skills that are based on the local excellence potential of their region. Thus, it additionally provides opportunities for students to understand the potential of their regions, to instil values and have the skills to use local excellence potential wisely and responsibly.

Bulukumba has specific potential resources such as seaweed cultivation, agriculture and plantations, as well as socio-cultural aspects. With the diversity of its potential, the government and the people of Bulukumba can make several programs, including education based on local excellence, so that the local potential can be elevated to become the local excellence.

It is deemed necessary to research the development of Indonesian language teaching materials to improve the quality of Indonesian language teaching in elementary schools. The development of Indonesian language teaching materials is intended to produce Indonesian language teaching products based on local excellence, which are feasible, practical and effective to the learning process.

Literature Review

Language Teaching Theory

Linguists have different views on language learning. This difference occurred because of the way they placed their perspective of the nature of language. Among the perspectives, some are conflicting, but some also support and complement each other. Therefore, every teacher must have skill in choosing learning strategies for each type of learning activity. According to Brewer (2001), in the language learning process, learners need strategies both top-down and bottom-up. The top-down strategy focuses more on the message and the overall structure of the text. The bottom-up strategy focuses on aspects of oral and written messages, including phonemes, graphemes, the root of words, and grammatical elements needed in understanding messages conveyed both orally and in writing.

Learning Aspects of Language Skills

Learning aspects of language skills consist of listening, speaking, reading and writing. Issues of language skills can be classified into aspects that are receptive, such as listening and reading, and productive elements such as speaking and writing. All four elements of language skills must be mastered by students so they become skilled in the language. Thus, learning aspects of language skills in schools not only emphasises the theoretical aspects, but students are required to be able to use language as its function, namely as a tool for communication.

The listening skill aspect is the skill of receiving and understanding the contents or messages of an utterance delivered by speakers in spoken language. In other words, listening is capturing and understanding the messages, concepts and ideas contained in the material or language of simulations. Tarigan (1985: 56) states that listening has a purpose, namely: learning, enjoying, evaluating, appreciating, communicating ideas, distinguishing sounds, solving problems and convincing. Furthermore, Sutari (1997: 22) explains the purpose of listening, as six types, namely: getting facts, analysing facts, evaluating facts, getting inspiration, getting entertainment and improving speaking skills.

Based on these descriptions, it can be concluded that listening is an activity that is intentionally carried out and planned by someone to obtain information, capture the contents of ideas, gain a meaningful understanding of the objects being listened to or understand what is conveyed by others.

The aspect of speaking skills has a vital role in human life because most of the activities of human life require the support of the speaking ability. It can be said that in human life, speaking is the main requirement. No human gives up his or her life to communicate in social life (Markus, M. L., 1994). In this way, speaking as a form of social communication is very important in human life, in general, to help interact with others. For the conversation to reach its objectives, the speaker must have the ability and skills to convey information to others.

Speaking has three general purposes, namely to inform, report, entertain, persuade, urge, incite, convince, and persuade. A combination or mix of these purposes is possible. A conversation, for example, might be a combination of reporting and entertaining, as well as perhaps at the same time entertaining or convincing (Ochs and Winkler, 1979: 9).

Beatty, McCroskey and Heisel (2001) put forward some principles of learning to speak as follows:

- 1 Speaking is characterised by a meeting between two or more people who establish oral communication, there are speakers, and there are listeners;

- 2 There are many types of oral communication between speakers and listeners, from people talking to general meetings in the field;
- 3 Speech learning cannot cover all variations or types of oral sessions;
- 4 Learning to speak must be functional.

The description above gives the picture that speaking not only emits sounds without meaning, but those sounds contain meaning that can be understood correctly by others.

The reading skill aspect is a way to get information from something written. Nurgiantoro (2001: 246) states that reading is a mental activity to understand what the other party is speaking through written means. In line with this, Teeuw (1984: 12) says that reading is the process of giving meaning to a particular text. Furthermore, Kaswanti (1997: 5) says that reading skills need to be trained to communicate two things, namely: (1) what students already know (what is in students' minds) and (2) the contents of the text read. Thus, the aspect of reading skills is an integrated unit of activities including several activities such as recognising letters and words, linking them with sounds and their meanings, and drawing conclusions about the purpose of reading.

The writing skill aspect is a communication process that uses written language patterns to express an idea or message. Writing is the process of describing a language so that the message conveyed by the writer can be understood by the reader (Tarigan, 1986: 21). Writing as a process symbolises the sounds of utterances based on certain rules. That is, all ideas, thoughts and ideas that exist in the author, conveyed by means of using language symbols that are patterned. Through these symbols, the reader can understand what the writer is communicating. As part of language activities, writing is closely related to the activity of thinking.

On the other hand, Semi (1990: 8) states that writing is a transfer of thoughts or feelings in the form of language symbols. The same thing is said by Nurgiantoro (2001: 309): writing is an activity to express ideas through language media.

Based on the opinions above, it can be concluded that writing is a form of communication indirectly understanding the ideas of others and using the media as a means of writing.

Furthermore, language is an essential tool for reasoning and even becomes the primary tool to convey ideas to others, both listeners and readers, in everyday life. Based on that fact, someone who is proficient in language has an excellent opportunity to achieve success in social interaction in the community, whether local, national, or even global. For this purpose, mastering one's language skills requires a relatively long time, even from primary education to higher education. Even so, not all students who learn languages can achieve

communicative competence (Yalden in Zulianto, 2012: 1). That thought indicates knowledge of a word is indeed necessary, but being able to use language is very necessary in life.

On the other hand, Cahyani (2012: 59) argues that language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and the culture of others, to express ideas and feelings, participate in communities that use the language, and discover and use the analytical and imaginative abilities that are in them.

Language is used for a variety of functions according to what the speaker wants to convey. For example, to state factual information (identifying, reporting, asking, correcting), expressing an intellectual attitude (stating, agreeing or disagreeing, refuting and so on), expressing emotional attitudes (happiness, displeasure, hope, satisfaction and so on), expressing moral attitudes (apologising, expressing remorse, appreciation, etc.), stating commands (inviting, warning and so on), and to socialise (greet, introduce yourself, congratulate, ask for attention and so on). These are all presented in context, not in the form of loose sentences. In practice, these various functions can be integrated through various learning activities (play, role, conversation on certain topics, writing essays, etc.).

Indonesian is a means of communication, to share experiences and to learn from each other, and to improve Indonesian intellectual and literary abilities, in the hope of learning Indonesian so that students can develop knowledge and speaking skills, to feel positive towards Indonesian, respecting humanity and human values. Thus, it can be concluded that learning aspects of language skills are directed at increasing students' ability to communicate in Indonesian, both verbally and in writing, and to foster an appreciation of the work of Indonesian literature. Students are not just learning about language knowledge, but are learning to use language for communicating both verbally and in writing.

The development of Indonesian language teaching materials intended in this description is the development of Indonesian language teaching materials based on local excellence.

This study aims to develop Indonesian language teaching materials based on local excellence. With all teaching material for the Indonesian language, the learning is supposed to be based on Indonesian scientific knowledge, while the learning material will contain local excellence. In other words, Indonesian language learning is carried out with Indonesian language knowledge through text based on local excellence.

The development of the Indonesian language teaching materials intended in this description is the development of Indonesian language teaching materials based on local excellence.

Teaching materials based on local excellence are part of all subjects, including Indonesian subjects. Therefore, education units can incorporate local potentials or advantages to be integrated into Indonesian subjects as learning resources in learning.

The implementation of local excellence-based learning in elementary school becomes a means of empowering students to recognise and understand, to have a positive attitude towards their environment and have skills that are in accordance with the potential of the local excellence owned by the region. In addition, it also provides an opportunity for students to learn to understand the potential of their area, to instil values and feelings of ownership and have the skills to utilise the potential of local excellence wisely and responsibly.

This study aims to develop Indonesian language teaching materials based on local excellence. So, as Indonesian language teaching material, the learning is based on Indonesian scientific knowledge, while the teaching material is based on local excellence. In other words, Indonesian language learning is carried out with Indonesian language knowledge through text based on local excellence.

The Essence of Teaching Materials

- a. Definition of teaching materials,
- b. The function of teaching materials,
- c. Form of teaching materials,
- d. Benefits and role of teaching materials,
- e. Preparation of teaching materials,
- f. The main components of teaching materials,
- g. Principles for choosing teaching materials,
- h. Steps for selecting teaching materials.

Local Excellence-Based Learning

Basic Concept

Indonesian language local excellence-based learning is learning that utilises local excellence. Local excellence is a regional characteristic that covers aspects of economics, culture, information and communication technology, and ecology, among others, that all benefit the development of student competencies (Ministry of National Education, 2008). Local excellence-based learning is part of all subjects in schools.

The specific objectives of local excellence-based learning are as follows:

- a. To know and become more familiar with the natural, social and cultural environment.
- b. To be able and skilful in understanding which regional knowledge will be useful for students and the community in general.
- c. To have attitudes and behaviours that are in line with the values/rules that apply in the region, as well as to preserve and develop the noble values of local culture, in order to support regional and national development (Ministry of Education and Culture, 2013).

The orientation of local excellence-based learning is to empower regional/local potential through learning so that it becomes an investment for regional development in the future. Through this learning base students are directed to understand the superior potential of their region, and are trained to empower the potential of excellence by possessing skills that match those potentials.

Potential for Local Excellence

The concept of developing local excellence refers to various potentials such as:

- a. Potential of natural resources,
- b. Potential of human resources (HR),
- c. Geographical potential,
- d. Cultural potential,
- e. Historical potential.

Based on the description of the potentials above, these can become elements of community economic empowerment. They can provide people with an awareness that can be sharpened through education, that allows them to acquire specific skills that can be used as entrepreneurial capital to increase their family income. In addition, the potential for local excellence can be used to preserve self-existence, and groups in their social relationships.

Implementation of Indonesian Language Local Excellence-Based Learning

Indonesian language local excellence-based learning is implemented through the following steps:

- 1) Analysing of regional potential and education unit potential or analysis of local excellenc;;
- 2) Determining this learning program based on the results of the analysis;
- 3) Determining the expected competencies to be achieved by students;
- 4) Integrating the substance of this excellence based-learning program with subjects' standard competencies & basic competencies and developed indicators;

- 5) Mapping the standard content of standard competence & basic competence;
- 6) Preparing syllabus containing local excellence;
- 7) Developing the local excellence lesson plan;
- 8) Developing learning materials to help the implementation of this excellence based-learning program;
- 9) Implementing this excellence based-learning program by following the Local Excellence syllabus and lesson plan (Directorate of Elementary School, 2007).

Conceptual Framework

The development of the Indonesian language teaching materials intended in this description is the development of Indonesian language teaching materials based on local excellence.

This study aims to develop Indonesian language teaching materials based on local excellence. So, as teaching material for the Indonesian language, the learning should be based on Indonesian scientific knowledge, while the learning material will contain local excellence. In other words, Indonesian language learning is carried out with Indonesian language knowledge through text based on local excellence.

The development of Indonesian language teaching materials is meant in this description as teaching materials based on local excellence. It based on local excellence is part of all subjects including Indonesian subjects. Therefore, educational units can incorporate local potential or advantages to be integrated into Indonesian subjects as a learning resource in learning.

The implementation of local excellence-based learning in elementary schools is a means of empowering students to recognize, understand, and have a positive attitude towards their environment. They have skills in accordance with the potential for local excellence that their region has. In addition, it also provides opportunities for students to learn to understand the potential of their area, instill values and a sense of belonging and have the skills to exploit local potential advantages wisely and responsibly.

This study aims to develop Indonesian language teaching materials based on local excellence. The learning is based on Indonesian knowledge, while the teaching materials are based on local excellence. In other words, Indonesian language learning is carried out with Indonesian knowledge through local excellence-based texts.

Research Method

This research method is a research development that refers to the development model of Plomp (1997). This model consists of five development phases, namely (1) the initial investigation phase, (2) the design phase, (3) the realisation phase, (4) the test, evaluation,

and revision phase, and (5) the implementation phase. In this study, the development was only carried out up to the test, evaluation, and revision phases because the implementation phase requires quite a long process and time.

The focus of this research includes: (1) the development of Indonesian language teaching materials, (2) local excellence, and (3) fourth-grade elementary school students in the Bulukumba Regency, Indonesia. Data accurately was obtained based on the variables of this study, which used a qualitative and quantitative approach.

The development procedures in this study are: (1) the preliminary study phase; this stage uses focus group discussion (FGD) and obtains responses from prospective users; (2) development phase, developing of materials into prototypes products, then making the prototype product ready for use; and (3) the evaluation phase, testing the effectiveness and feasibility of the product.

Data Analysis and Development Results

Development that has been carried out is the development of teaching materials and instruments that contribute to teaching materials. The purpose of this study is to obtain valid, practical, and effective teaching material that integrates local excellence in Bulukumba. This development process uses the steps of developing from Plomp (1997), through a certain modification as explained in the research method.

The results obtained at the development stage of teaching materials are described below.

A. Phase-1: Initial Investigations

Initial investigations related to supporting theories of teaching materials have been presented in the literature review. The initial investigation of the current situation related to local excellence in learning Indonesian in schools. They are: (1) aspects, including local excellence such as durian, chocolate, pepper, and rambutan that have not been implemented in elementary schools in a planned and systematic manner in learning Indonesian; (2) there has not been any real effort from various parties, especially the education office and education practitioners, to formally integrate local excellence into learning Indonesian in classrooms; and (3) aspects of local excellence, especially agricultural products which are local excellence, and are the pride of the people of South Sulawesi, seems to have been ignored in schools, both by teachers and students.

Based on the results of preliminary investigations that have been carried out, there is demonstrable need for teaching material for Indonesian language learning that integrates

local excellence in South Sulawesi, especially in the Bulukumba Regency. The teaching material is expected to meet the validity, practicality, and effectiveness criteria for elementary schools.

B. Phase-2: Design

The education problem-solving design by Plomp(1997), as stated in the literature review, and used at this stage 2, has been defined. There is also the building of alternative solutions to the sub-problems.

In this study, defining the problem means limiting the important terms used. Restrictions on the terms in question have been made, and the results are as stated in the background.

Designing problem solving is defined as the design of activities that will be pursued to achieve the research objectives. In this study, designing problem-solving means determining the research method, as explained in the research method. The determination of the research method is carried out to obtain quality teaching materials (valid, practical and effective). Likewise, to obtain instruments with quality devices that are suitable for teaching materials needed by students and teachers.

The initial design results at this stage include (1) the initial design results of teaching materials, (2) the results of the initial design of instruments relevant to Indonesian teaching materials based on local excellence, and (3) the results of the initial design of learning tools. The design results of these three things are described below.

Results of Indonesian Teaching Material Design based on Local Excellence

The results of teaching material design are in the form of book format design, which components include (1) rationale, (2) supporting theories and components of instructional materials, and (3) instructions for using the materials to teach.

In part (1) rationale, the main considerations underlying the importance of teaching materials in learning every aspect of Indonesian are stated. This section also includes research findings that support the importance of developing teaching materials that are integrated with local excellence.

Instrument Design Results

There are three types of instruments designed, namely validity instruments, practicality instruments, and effectiveness instruments. The three types of instruments are designed to be

used to obtain data about the process and results of the development of Indonesian language teaching materials based on local excellence.

The results of the validation instrument design include (a) the Indonesian language teaching material validation sheet, (b) the assessment sheet for the feasibility of using teaching material, (c) the questionnaire validation sheet for student responses to the Indonesian excellence-based teaching material, and (d) the validation sheet for the test sheet learning outcomes. The practical instrument design and effectiveness results include (a) observation sheet of student activities, (b) observation sheet of teacher's ability to use Indonesian excellence-based teaching materials, (c) questionnaire for student response to teaching material, and (d) the learning achievement test.

C. Stage -3: Realisation

The results obtained at each stage are discussed with the validator, peers, and Indonesian language practitioners. Furthermore, the results of the design carried out in Phase-2 are realised so what it is obtained is: (1) the realisation of teaching materials in the form of Indonesian teaching materials based on local excellence, and (2) the realisation of the Indonesian language teaching instrument. The products obtained at this realisation stage are (1) the product of Indonesian excellence-based teaching materials, (2) teaching material instruments (validity instruments, practicality instruments, and effectiveness instruments).

The results obtained at this stage are named Prototype-1 (Indonesian teaching materials based on local excellence and Instrument teaching materials).

The Prototype-1 is described below.

Description of Indonesian Language Teaching Materials Based on Local Excellence

The Indonesian teaching materials based on local excellence are realised in book form. This teaching material is a refinement of the design results in Phase-2. It contains four main parts, namely (a) introduction, (b) rationale, (c) supporting theories and components of teaching materials, and (d) instructions for the use of the teaching materials. The "Introduction" section contains things that need to be known by readers, especially for elementary school teachers who are interested in using this teaching material in learning Indonesian. In the "Rationale" section, the rationale is put forward as the main consideration of the importance of developing instructional materials. In the "supporting theories and components of teaching materials", a brief presentation about learning theories is suggested, supporting the existence of the teaching materials. The teaching material component includes (1) syntax, (2) social system, (3) reaction principles, (4) supporting factors, and (5) instructional impact.

Instrument Description Instructional

The instruments developed in Phase-3 include: (a) validity instruments, (b) practicality instruments, and (c) effectiveness instruments.

The products obtained are as follows.

- a. Validity instruments, consisting of:
 - 1) teaching material validation sheets,
 - 2) validation sheet for the use of teaching materials,
 - 3) validation sheet against learning achievement test sheets,
 - 4) student response questionnaire validation sheet,
 - 5) validation sheet to the teacher's observation sheet using the teaching material,
 - 6) validation sheet against student activity observation sheets,
 - 7) Student worksheet validation sheet;
- b. Practical instruments, namely validation sheets for the use of teaching materials;
- c. The device of effectiveness consists of:
 - 1) student activity observation sheets,
 - 2) observation sheet of the teacher's ability to use teaching materials,
 - 3) student response questionnaire to the teaching materials used,
 - 4) learning outcomes test sheet.

D. Phase-4 Test, Evaluation and Revision of

Prototype-1 teaching materials, devices and supporting instruments teaching materials that have been realised in stage-3 are followed up by conducting activities to validate and revise the results of these activities, and are stated as follows.

Instrument Development Result

a. Validity Instruments Validation

Sheets that have been developed through modifications by Dervish (2007), Ratumanan (2003) and Khabibah (2006), are then discussed with colleagues for revision.

b. Practical Instruments

Practical instruments consist of (1) a validation sheet of Indonesian language teaching materials based on local excellence, and (2) an observation sheet about the teacher's ability to use the teaching materials.

Based on the results of the calculation of the reliability of the instrument assessment sheet and the feasibility of teaching materials from three validators, a reliability coefficient (PA) of 0.86 was obtained. The reliability coefficient of the observation sheet instrument, the ability of teachers to use teaching materials obtained after being tested was $R = 0.84$.

c. Effectiveness Instruments

The effectiveness instruments of Indonesian teaching materials include (1) learning achievement test sheets, (2) observation of student activity sheets, (3) observation sheets of teachers' ability to use teaching materials, and (4) questionnaires for student responses to teaching materials.

Descriptions of the four instruments are as follows.

Learning Outcomes Test Sheets

The learning outcomes test sheet consists of five numbers whose questions are in the form of a description. After being tested on 38 fifth grade students of Gunung Sari Baru SDN Makassar City, the reliability coefficient $R = 0.76$ (high) was obtained. All questions have a good sensitivity coefficient (more or equal to 0.32), and all questions have a validity coefficient that is high.

The coefficient of sensitivity and the ratio of the validity of the test results of the learning outcomes developed can be seen in the following table:

Table 1: Coefficient of sensitivity and validity of evaluation items learning outcomes

Exercise Number	Validity Coefficient	Validity Coefficient
1	0.73 (High)	0.46 (Good)
2	0.63 (High)	0.42 (Good)
3	0.64 (High)	0.46 (Good)
4	0.76 (High)	0.42 (Good)
5	0.63 (High)	0.46 (Good)

Student Activity Observation Sheet

The instrument observation sheet for students was developed to obtain one type of data supporting the effectiveness of teaching materials. This observation sheet covers three aspects; instructions, samples of student activities, and tables to record the frequency of student activities every five minutes.

The results of the calculation of the reliability coefficient obtained were based on the assessment of three validators, including the high category, namely $R = 0.82$.

Observation Sheet Teacher's Ability to Use Teaching Materials

This observation sheet instrument was developed to obtain one type of effectiveness data. The components covered by this instrument are instructions, aspects of teacher ability and an assessment column. Data from observations from two observers were analysed and the reliability coefficient was $R = 0.78$.

Based on the results of the teacher's ability assessment by the two observers at the time of the instrument trial, the reliability coefficient of obtained was 0.78 (high). Therefore this instrument is empirically feasible for use in the testing of teaching materials in Indonesian language learning.

Student Response Questionnaire

The student response questionnaire instrument for teaching materials was developed to obtain one type of data supporting the effectiveness of teaching materials. This instrument contains instructions, aspects of learning that are used as objects of student responses, and student response categories.

Analysis of the trial data shows that the instrument is worthy of further use (has a high-reliability coefficient that is $R = 0.80$), and all items have a "high" validity coefficient.

Results of Validation of Indonesian Language Teaching Materials Based on Local Excellence

Teaching materials that have been realised in stage 3 are given to three validators (one expert in the field of local excellence and two experts in the field of Indonesian language education) to be validated using a teaching material assessment sheet of Indonesian language based on local excellence.

The results of the assessment and an analysis of the revision of teaching materials are described below.

Table 2: Summary of results of assessment of Indonesian language teaching materials based on local excellence

No	Description	Validator			Average of each aspect
		I	II	III	
(1)	(2)	(3)	(4)	(5)	
	1. Concepts of culture and local excellence	2	3	-	2.5
	2. Constructivist Theory	-	-	5	3.75
	3. Vygotsky's Theory	-	-	3	3.00
	4. Bandura Theory	-	-	3	3.00
	5. Bruner's Theory	-	-	2	2
	1. The syntax phases are logical	4	3	5	3.75
	2. The syntax phases are supported by aspects of local excellence	3	4	3	4

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(10)
	1. The aspects of local excellence that are the focus of each phase are quite proportional	-	-	4	3	2	3.75
	2. The role of teacher and student contained in the syntax phases	-	-	5	5	4.75	
	1. Clarity of relationship patterns teacher-student	-	-	4	3	3.00	3.6
	2. Appearance of the role of the teacher as a facilitator / guide	-	-	4	5	4.25	
	3. Clarity of teacher-student relationships in group activities	-	-	5	4	4.75	
	4. Clarity of teacher-student relationships in activities classical	-	-	5	4	4.25	
Iv Reaction Principles							
	1. Clarity of teacher behaviour that applies in teaching materials	-	-	3	4	3.00	3.50
	2. Clarity of teacher behaviour in group activities	-	-	5	4	4.50	
	3. Clarity of teacher behaviour in classical activities	-	-	3	2	3.00	

	4. Clarity of behaviour teacher in group percentages	-	-	2	4	3.50	
V Supporting Systems							
	1. Clarity of learning activities in lesson plan	-	-	3	4	4.25	4.33
	2. Support worksheet on the achievement of learning objectives	-	-	4	5	4.25	
	3. Support textbook against the achievement of learning objectives	-	-	4	4	4.5	
	4. The suitability of the learning outcomes test sheet with the learning objectives	-	-	5	4	4.25	

VII LEARNING IMPLEMENTATION							
	1. Clarity of planning tasks	-	-	4	3	3.75	3.90
	2. Clarity of the description of group activities	-	-	4	5	4.50	
	3. Clarity of the teacher's role in helping students in group activities	-	-	5	5	4.25	
	4. Clarity of the teacher's role in assisting students in classical activities	-	-	4	3	3.25	
	5. Clarity in handling situations in group activities	-	-	4	5	4.75	
	6. Clarity in handling situations in classical activities	-	-	4	2	2.75	
Total						3.60	

Note: Culturalists only validate the concept of local excellence

Explanation from the results of the analysis shown in the above table is presented as follows.

- (1) The average value of the total validity of Indonesian language teaching materials based on local excellence obtained was $V = 3.62$. This value is included in the category of "valid" ($3.6 \leq V < 4.6$) as described in the research method. Therefore, in general, Indonesian language teaching materials based on local excellence that are realised already meet the validity criteria
- (2) The average value of validity of Indonesian language teaching materials based on local excellence, specifically for supporting theory components is 3.50 (quite valid). Therefore the theoretical part supporting the teaching material is stated to have fulfilled the validity criteria.

- (3) The average value of validity for the components of the social system, the principle of reaction, interactional impact, and learning implementation, respectively: 3.73; 3.60; 3.53; 4.41; 2.96; and 3.90.

In point (2) above, the average value of validity of the supporting theory component is 3.20, which means that it is only included in the correct category ($2.5 \leq V < 3.5$). This is as a result of the low average value for aspects of local excellence, which is only 2.5. Therefore, the average value of the validity of teaching materials is already in the valid category, that is, the value of $V = 3.56$. However, because the supporting theory components, especially the concept of local excellence, have not been fulfilled, that is, only $V = 2.53$. Therefore, the teaching materials do not meet validity criteria.

After the revision was made, the text of the teaching material was re-validated by a superior local validator. Values of 4 and 5 (average 4.5) are given by validators; thus the average value of validity for supporting theory components increased from 3.02 to 3.42 and the average total value changed from 3.56 to 3.62.

Analysis of Trial Results

The trial of Indonesian language teaching materials based on local excellence was carried out three times, until teaching materials were obtained that met the criteria of practicality and effectiveness. The trial was conducted after fulfilling the validity criteria of teaching materials along with the appropriate instruments and instruments. The test was conducted in class V SDN Gunung Sari Baru, Makassar City.

The results of the practicality test and the effectiveness of Indonesian language teaching materials based on local excellence in each trial are described below:

a. Practicality Analysis in Teaching Materials Trial

As with the results, it appears that teaching materials have not been mastered properly by teachers and students. The revisions made are not to teaching materials but rather give guidance/instructions to teachers about aspects that have not been mastered by the teacher before the next trial.

b. Practicality Analysis

The results of the analysis of the feasibility of learning using Indonesian excellence-based teaching materials already meet the practicality criteria of each meeting at each stage, which obtained an average score of $T = 3.65$ from two observers for the use of teaching materials. As for the criteria for implementing the learning ($3,7 \leq T < 4,6$), most aspects are carried out.

Therefore, it can be said that the Indonesian teaching materials based on local excellence meet the implementation criteria.

From the results of the analysis of the feasibility of learning using Indonesian excellence-based teaching materials, and after evaluating the feasibility of teaching materials and the practical criteria for teaching materials, it can be said that Indonesian excellence-based teaching materials are practical.

c. Analysis of Effectiveness Tests

(1) Learning Outcomes

Analysis of the data from the test results of learning provided at the end of the trial reveals 88.4% of students scored 7.5 and above. Thus, according to the criteria in Chapter III, student learning outcomes have met the expected criteria.

(2) The ability of teachers to use teaching materials in learning

The results of data analysis of the ability of teachers to use teaching materials in learning obtained an average score of 3.81. Therefore, based on the criteria, it can be said that the teacher's ability to use teaching materials in learning is in accordance with the criteria.

(3) Student Activities

The results of analysing student activity data in learning all types of activities are fulfilled. Thus, it can be said that student activities have been achieved according to the criteria.

(4) Student Responses

The results of data analysis of student responses to learning showed that 79.07% of students responded positively to Indonesian excellence based teaching materials. Thus, it can be said that students respond positively to Indonesian excellence-based teaching materials. It can be concluded then that Indonesian language teaching materials based on local excellence are effectively used in learning.

The presentation of the results of the analysis above shows that Indonesian excellence-based teaching materials have met the criteria of validity, practicality and effectiveness; in other words, quality Indonesian teaching materials have been obtained.

Conclusions

According to the results of this research and discussion, it can be concluded that the development of Indonesian language teaching materials based on local excellence in fourth-grade students of SD are feasible to use. It can be proven through this analysis as follows:

a. preliminary analysis,

- b. student analysis,
- c. material analysis,
- d. task analysis,
- e. specification of learning objectives.

Furthermore, the design of Indonesian language teaching material based on local excellence includes several design activities, being:

- a. syllabus design,
- b. lesson plan design,
- c. teaching material design,
- d. worksheet design, and
- e. instrument design.

1. The effectiveness of developing Indonesian language teaching materials based on local excellence in fourth-grade elementary school students in Bulukumba Regency was measured by the results of student activities and learning outcomes. The observations show that the students' activities in learning Indonesian based on local excellence in fourth-grade elementary school students in Bulukumba Regency was very high. Student activities during ten meetings show increasing graphs on all indicators of learning activities. This demonstrates that students can well understand teaching materials based on local excellence.
2. The teacher's response to Indonesian language teaching material based on local excellence in elementary schools shows the need for it to be taught as a media to spread knowledge and to introduce local excellence. In addition, learning based on local excellence can raise social phenomena, culture, religion and aspects of local community life. For students, learning the Indonesian language based on local excellence is something new, but it has various advantages, so it is worth learning.
3. The development of Indonesian language teaching materials based on local excellence in fourth-grade elementary school students in Bulukumba Regency based on teacher and student recommendations is feasible to use. According to the teachers, the student books, worksheets and lesson plans as teaching materials based on local excellence are feasible to use. This is because they have a range of teaching materials that suits student conditions, that have a linguistic structure and contain content that is easily understood, which elevates local phenomena and excellence.

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