

Descriptive Analysis of Syllabus and Rejang Language Teaching Materials: Preliminary Study Development of Local Language Teaching

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Abstract: This article discusses a number of concepts relating to Rejang language teaching which is started from the design of syllabus and implementation of teaching materials. The research is based on empirical studies of syllabus and teaching materials used today in the classroom. There is a crucial problem between the curriculum and its application because all this time the school uses teaching materials irrelevant to the curriculum and syllabus that are designed and determined by the local Education Authorities. The logical consequence of this problem is the teachers have difficulty to teach Rejang language learning in the classroom. This study uses the development approach of the Borg and Gall model, with steps: reviewing literatures, field observations, documentation studies, and interviews. The data obtained were analyzed into consideration in designing the syllabus and teaching materials of Rejang language. The findings of the study describe the syllabus, namely aspects of learning objectives, material focus, methods and evaluation. Meanwhile, the findings of teaching material include: interest in teaching materials, the validity and reliability of the materials, the ability to attract, the value of the material and students' perceptions of teaching materials. The implication of this research is the design of syllabus and teaching materials referring to the needs of teachers and students as stakeholders of education. For this reason, it is important to capture needs that are synergy with the curriculum and teaching materials.

1 INTRODUCTION

The development of local language or region teaching is now an important part of regional language planning. For this reason, the results of the Indonesian Congress XI provide 22 recommendations, one of which relates to regional language planning must be carried out appropriately by the central and regional governments. One that must be planned is education with local content for low-class students and communities with local content is expected to increase student's literacy. Especially for areas prone to extinction such as Papua (Cahyu, 2018).

Local content in Bengkulu Province has been carried out at schools, especially elementary schools. As stated by Muktadir learning the local content of Rejang language divided into 4 districts and 6 districts that make English, regional singing, agriculture and woven as local contents in Bengkulu Province (Muktadir & Agustrianto, 2014).

Table 1: Local Content Learning in Bengkulu Province

NO	DISTRICTS	Local Content Learning
1	City of Bengkulu	1. English
		2. Regional Singing
2	Lebong	1. English
		2. Rejang Language (Ka Ga Nga)
3	Rejang Lebong	1. Rejang Language (Ka Ga Nga)
		2. Regional Singing
4	Kepahiang	1. English
		2. Rejang Language (Ka Ga Nga)
5	Middle of Bengkulu	1. English
		2. Agriculture
6	North Bengkulu	1. Rejang Language (Ka Ga Nga)
		2. Regional Singing
7	Muko Muko	1. English

		2. Agriculture
		3. Woven
8	Seluma	1. English
		2. Woven
9	South Bengkulu	1. English
		2. Woven
10	Kaur	1. English
		2. Regional Singing

In Rejang Lebong district, Rejang language was taught as a local content lesson since 2003. Based on the Regent's Instruction on 26 July 2003 about: Primary and Secondary Education curriculum arrange an education curriculum, from elementary to secondary education to subjects (a) Rejang language or language of *Rejang Lembak*, (b) *Ka Ga Nga letters* or *Rikung* script, (c) the art of Rejang Lebong, (d) the introduction of Rejang musical instruments, and (e) customs, curriculum, customs, and others that living in the community. Based on the Regent's Instruction, schools at Rejang Lebong District, especially elementary schools, began to apply local content lessons that *Ka Ga Nga* changed into *Rejang* language and script. Meanwhile for junior and senior high schools have not implemented local content learning yet.

The Regent's Instruction provided the legal strength for schools to concentrate on developing the local content of Rejang language as a form of regional language retention in Rejang Lebong District. But in reality, local content lessons at schools are only complementary subjects. It was not programmed to become the school's flagship program, so the learning process was more noticeable. New local content was limited to the introduction of *Ka Ga Nga* script at elementary school. Rejang Language learning taught with *Ka Ga Nga* script is based on the *Ka Ga Nga* script book published by the Regional Government, with very minimal teaching material. This learning does not include language learning in general. Further improvement is needed to improve Rejang language learning.

Various problems related to the local content of the Rejang language globally are illustrated by the condition that local content learning at schools is only a complementary subject. It is not programmed to become a superior school program, so the learning process is more noticeable. New local content was limited to the introduction of *Ka Ga Nga* script at elementary school. Rejang language teaching is limited to write the letters in Rejang Script (*Ka Ga Nga* script). The letters are taught using Indonesian

and Rejang language as words or sentences. However, the use of the Rejang language is not maximized as a language for communication so that Rejang language learning is not applied in four language skills..

Eventhough Rejang language as a mother tongue has a positive influence on the development of child literacy from an early age, this is shown in the research. is a relationship between informal activities at the beginning of children's literacy at home about language and the ability to read is mostly recorded by mother tongue skill and may reflect genetic influence. It means that mother tongue skill is the first language mastered by children at home have an influence on the development of children's informal literacy. (Puglisi, Hulme, Hamilton, & Snowling, 2017).

The issue of teaching material is also reflected in the use of *Baso Jang Te*'s books which are less detailed in teaching the use of the letters *Ka Ga Nga* in their writing. Students are taught in the aspect of writing the letters instead of arranging them into words or sentences. The writing of *Ka Ga Nga* letters is not integrated in the context of Rejang language, so the writing does not focus on the use of Rejang language, but the writing of *Ka Ga Nga* letters. Although in the book it was mentioned using the PAKEM approach, but in the composition of the book application was still visible use of the drill or assignment method, so the compilation of the book looked rigid and monotonous.

The local content and scripts of Rejang language is accomplished by general study teachers who do not have adequate scientific competence, which is generally transferred to Art and Culture subject teachers. In some elementary schools in Rejang Lebong district this local content is taught by teachers who specifically hold these subjects. The teacher is specifically a local content teacher which teaching hours are recognized in Dapodik, so that they can be counted as hours for professional allowances. However, for some other schools that have the local content of Rejang language that are held by the homeroom teacher themselves as the teachers.

From the results of observations and interviews with three elementary schools in Rejang Lebong District, namely SD Negeri 3 Rejang Lebong, SD Negeri 134 Rejang Lebong and SD Muh 5 Rejang Lebong on 28 December 2018, 4 January 2019 and 6 February 2019 it was known that Rejang language learning curriculum (*Ka Ga Nga*) is still based on the curriculum compiled by the Education and Culture Service of Rejang Lebong Regency. In fact,

the problems of the Implementation of the curriculum related to:

First, a curriculum that did not synergize with syllabus and teaching materials. This was revealed in an in-depth interview to the local content of Rejang Language teacher who mentioned:

"For the curriculum, it is not appropriate. For example, in the curriculum it explains about telling about everyday events. Whereas none in this book. So, we make it ourselves." (EE)

Second, teaching materials that were difficult to be understood by the students. Existing teaching materials did not facilitate the needs of different students. Students with a cultural background in Rejang and non Rejang experienced different difficulties in understanding teaching materials. As stated by the following respondent:

"students are difficult to understand the material" (EE)

"There are some children who understand easily because they are from Rejang tribe, but some children find it difficult to understand because of the different cultures." (SY)

From the explanation above, it is very clear that the focus is the most basic local content of Rejang language related to curriculum planning, syllabus to teaching materials. This certainly has an impact to the success of the teaching. While the teaching of Rejang language as a local content has not been well integrated, it requires policies from the local government to prepare the equipment.

Research on the development of local content in Indonesia has been carried out since almost every region in Indonesia has its regional language. Among them: research the local content of the Makassar language, in research that developed Makassar language teaching material based on character formation. The teaching material was developed based on the Bugis-Makassar regional language curriculum in 2006 which emphasized aspects of planting moral values based on local wisdom (Robiah Sitti, 2016). Furthermore, the Javanese script based on learning system is multimedia. This study aims to increase the interest of elementary school students in Javanese language which is considered difficult in terms of learning the characters. For this reason, a Javanese script learning system is developed for elementary students based on multimedia (Hakim, A.O.Al Aziz Purnama, 2012). While also Rejang language research as a local content has been carried out research for junior high school students. In this study, designing Rejang language curriculum based on a communicative approach. The results of the study obtained the

Rejang language curriculum design based on the Communicative approach with 8 competency standards and 24 basic competencies with each grade level numbering eight basic competencies (Botifar, 2013).

The development of learning local language as local content cannot escape the needs of teachers and students. Efforts to meet these needs are carried out description of the current situation, such as how the curriculum, syllabus and teaching materials are available at the moment. The result of the description analysis activities obtain initial information as to what needs to be designed for the development of further learning. For example, research on Madura language as a local content based on empirical studies obtained data: 1) the need for renewal of the old curriculum into a new curriculum, i.g curriculum 2013, 2) the need for renewal of textbooks, procurement of dictionaries, grammar in the education field in madrasas, 3) the renewal and standardization of Madura language spelling called 2011 spelling results from the convergence of the East Java Provincial Language Hall, 4) the need to optimize the procurement of Madura language teachers at all levels in the school. (Effendy, 2016).

From this empirical results, Rejang language can be developed in accordance with needs that are problem, expectations and teachers and students' needs as stakeholders from the world of education. Based on this, this article will map the conditions of the syllabus and teaching materials of Rejang language used today.

2 RESEARCH METHODS

The research approach used development stages (Borg & Gall, 2003). The stages began with reviewing literature, field observations, documentation studies, and interviews. The step of this research was limited to the initial step, namely literature review, empirical studies and document studies. Empirical study and documents were done to describe comprehensively the facts of the field that could support problems that would be discussed in the syllabus and teaching materials of Rejang Language. Empirical studies and documents are intended to explore the conditions of the syllabus and teaching materials used today. This empirical data collection used data collection techniques in the form of interviews with 3 teacher respondents about teaching materials using indicators developed by Tomlinson (Tomlinson, 2007) and classroom

observations using indicators by Dick dan Carey ((Dick, Carey, & Carey, 2005), and using documentation studies in the form of syllabus analysis by Nation dan Maclister (Nation & Maclister, 2010). Data analysis used qualitative data analysis and quantitative data analysis. Quantitative data analysis step was in the form of 1) coding for closed questions, 2) presenting the results of answers, 3) presenting in table form (Nazir, 2013). The steps of qualitative analysis were: 1) data reduction, namely choosing and focusing attention on information or transforming rough data obtained from data collection. 2) Presentation of data is to present a collection of information on data reduction that might be a way to draw conclusions. 3) Draw conclusions and verification, namely activities to conclude and verify information continuously until it becomes detailed and robust. (Miles & Huberman, 1992).

3 DISCUSSION

Analysis Result of Current Syllabus

The analyzed document was syllabus and learning implementation plan that used by teachers in Rejang language learning in Rejang Lebong district. The syllabus and lesson plan are the implementation of the local content curriculum compiled by the 2015/2016 Rejang Lebong Education Authorities. The results show below:

Aspects of Learning Objectives

- a) Learning objectives are enough to describe what will be done by students, but do not describe the operational verbs appropriate to the realm of cognitive, affective and psychomotor
- b) Learning objectives that are described have mentioned the goals, provide conditions that are present term when students do.
- c) The purpose outlined does not mention the criteria used to assess the performance of students intended at the destination

Aspects of Focusing Material

- a) The material developed in Rejang language learning is sufficient to adjust the level of physical, intellectual, emotional, social, and spiritual development of students, so the material only focuses on the realm of knowledge which

results in the level of development not being achieved.

- b) The material developed is not based on scientific structure, because the material is lack.
- c) The material developed in learning has less benefits for students, because the material is still minimum.
- d) The material developed in learning does not consider the depth and breadth of material, because the material is lack.
- e) The material developed in learning has enough relevance to needs of students and demands of the environment, because material describes the things that are close to students.
- f) The material developed has considered the time allocation.

Aspects of Learning Methods

- a) The method developed is not appropriate to the learning objectives, because the method developed is teacher-centered.
- b) The method developed is not appropriate to the learning material set, because the method developed is based on the teacher while the material demands active students.
- c) The method developed considers the ability of the teacher, because it is only based on the teacher.
- d) The method developed does not consider the condition of students, because students are not given the opportunity to be active.
- e) The method developed is appropriate to the situation of the source and facilities at school, because of the lack of facilities determine the selection of lecture methods.
- f) The method developed has been adapted to the situation and time.

Evaluation Aspect

- a) The evaluation tool does not assess student achievement, because between indicators and evaluations are irrelevant.
- b) Evaluation tools are not designed to improve the learning process, because between the learning and evaluation are not relevant.
- c) The evaluation results have been used as material for preparing student learning progress reports.
- d) Evaluation tools have been used to determine the progress and student learning outcomes.
- e) Evaluation tools are not used to diagnose learning difficulties.

- f) The evaluation results have provided feedback / improvement in the learning process.
- g) Evaluation results are not the basis for determining class increases.
- h) The evaluation results have motivated students to learn by knowing and understanding themselves and stimulating them to make improvements.

From the results of the document analysis, an overview of Rejang language syllabus used today is:

Table 2: Data Analysis of Current Syllabus Documents Used

No.	Component	Average Score	Information
1.	Aim	2.00	Enough
2.	Material Focus	1.80	Less
3.	Method and Approach	2., 00	Enough
4.	Evaluation	2.00	Enough
Total score		2.25	Enough

The data above explains that Rejang language syllabus currently used is at a sufficient level with a total score of 2.25. This shows that Rejang language syllabus needs to be revised starting from learning objectives, material focus, methods and approaches and evaluations.

4 RESULTS OF CURRENT-USED TEACHING MATERIALS ANALYSIS

The condition of the teaching materials used today is obtained by data collection techniques in the form of in-depth interviews with two local content teachers, namely EE and SY. Interviews were conducted to strengthen the observations made in the learning process. Interviews are conducted on December 28, 2018 and January 4, 2019 at their house. Interview questions include the attractiveness of teaching materials for students, the credibility of teaching materials for students and teachers, the validity of material, reliability of material, the ability of students to attract students and teachers, the ability of material to motivate students, material values in short-term assessment, material value in the term of length, student perceptions of the material, teacher

perceptions of the material, give it easy for teachers and material flexibility.

The teaching materials analyzed were books held by the local content teacher, namely the book "*Baso Jang Te*" Language and Rejang Script, author Indah Sari Kencanawati, publisher of PT. Tiga Serangkai Pustaka Mandiri Solo. Analysis of teaching materials is carried out in several aspects, namely:

First, according to the respondents, the attractiveness of teaching materials for students needs to be improved because teaching materials that are from the sides of the cover, images, language and colors and content have not varied, so there is no interest for students to read it.

"It hasn't varied yet. It is still black and white. So, children are lack of interest in exploring *Ka Ga Nga's* books. The book is not accepted by children. Not so enthusiastic to know the character of *Ka Ga Nga*." (SY)

Second, the credibility of teaching materials for students and teachers. This credibility includes teaching materials that are prepared by experts, appropriate to the curriculum and syllabus, developed according to students and teachers, and appropriate to the cultural context of Rejang. The findings in the field illustrate that teaching materials have not credible to be analyzed from the content of teaching materials that have not appropriate to the curriculum and syllabus and have not appropriate to the teacher and students. Respondents explained for the curriculum as follows:

"For the curriculum, it has not appropriate. For example, in the curriculum it explains about telling about everyday events. Whereas none in this book. So, we make it by ourselves. While it has contained Rejang's cultural content, as explained by the respondents, namely: "Yes, here is about "*adat bekulo*" for proposing or customary events. It's here." (EY)

Third, the validity of the material is reviewed from conformity with the level of students' development, students' need, considering cognitive, psychomotor and affective aspects, students' moral development and four language skills. From the five indicators asked by respondents, it was reflected that the validity of the material was only lack in aspects of cognitive, psychomotor and affective development which was seen in the respondent's answers, that is:

"In my opinion, not yet ... It is more in cognitive, knowledge is just in general." (SY)

Fourth, the reliability of material indicators can be learned by each student, evaluated with different levels of ability, and suitable material content for

different levels of ability. The results of the analysis on teaching materials indicate that teaching materials do not have material content because they do not facilitate the abilities of different students even though the material content is suitable for different abilities. This is reflected in the respondent's answer which is explaining it

"If one class is generalized. Just look at the child's ability. Maybe it is repeated over and over ... (EE)

Fifth, the ability of the material is to attract students and teachers. The above will be related to the following indicators: interesting material for students, for teachers, broadening student awareness and experience, improving language skills, and making students interested in learning languages. From the indicators obtained the results of the analysis, namely the material has not been able to attract the interest of students and teachers. This is supported by the statement of respondents who stated

" If it's from the book, it hasn't been able to make children interested in learning Rejang language because it's still too high to understand it. Children's IQ is different, children's culture also varies. So, it's rather difficult for them to be interested. "(SY)

Sixth, the material ability to motivate students is related to the material that stimulates students to learn Rejang language, material is able to make students curious Rejang language, material is able to make students easy to learn Rejang language and material is able to make students excited to learn Rejang language. The results of the analysis describe that the material is not able to motivate students to learn Rejang language. This happens because the material that is difficult for students to understand with different cultural backgrounds affects the desire of students to learn Rejang language. This is also supported by the statement of respondents who stated

"If those are, those are not able. Because it's based on culture. For those who are native Rejang, are rather capable. For other cultured people, it is rather difficult ".. (EE)

Seventh, the value of material in the short-term assessment . The value of material in this short-term assessment involves two things, namely the material is developed according to the assessment needs and the material developed can be measured and assessed in the assessment of learning. The results based on the respondent's statement state that not all of them cover the assessment needs, but the material developed can be measured and assessed in learning

assessment. The respondent gave an example in the following sentence:

"For example, when children is working on some evaluations and making sentence exercises, it can be seen that the structure makes the sentence correct or not. The true value is higher ". (SY)

Eighth, the value of material in the long term is related to the material developed for philosophical and strategic needs, the material is developed for communication needs in the community, and the material is developed to be applied in four language skills. The results of the analysis show that it has not fulfilled the material value in the long term. The material is only focused on practical content at the momentary stage of knowledge. This means that for the long term it has not been described in the material. Likewise, for communication needs in the community, the material has not fulfilled this, only limited to the development of four language skills.

Ninth, students' perceptions of the material . Students' perceptions of the material are related to three things, namely students understand easily the material developed, students consider the important material developed, and students consider the material developed to be able to develop Rejang language skills. The findings in this study illustrate students' perceptions of the material based on interviews with respondents is not good because students consider the material is difficult, insignificant and unable to develop students' Rejang language skills.

Tenth, teacher's perception of material . Teacher perceptions of the material based on interviews with respondents indicate that the teacher considers the material developed is difficult for students to understand, while for teachers it is easy to teach because it is a native speaker of Rejang language. While the material developed in teaching materials is not appropriate to students' development and needs.

Eleventh, providing convenience for teachers. Rejang language teaching materials based on interviews with respondents explained that it does not make it easy for teachers to develop learning with reason:

" Because in this book only a handful of knowledge supports to teach children. For children's interest, I'm looking for another sources. "(SY)

Twelfth, material flexibility is related to the ability of teaching materials to be wider developed. "*Baso Jang Te*" teaching material is based on interviews with respondents explain that it can be developed in another context, so it has flexibility. As expressed in the following quote:

"Yes, it can be developed again. For example, in composing Rejang language sentences there are active ones. So how do we compile it to passive sentences (EE).

From the explanation above, a complete description of the condition of the "Baso Jang Te" teaching material used today are obtained as in table 1.3 below:

Table 3: Current data Analysis of "Baso Jang Te" Teaching Materials Condition

No.	Aspect	Comment	Information
1.	The attractiveness of teaching materials for students	Students are not interested because teaching materials do not vary	Need to be repaired
2.	Credibility of teaching materials	Teaching materials do not have conformity with the applicable curriculum	Need to be repaired
3	Validity of Material	Have not developed cognitive, psychomotor and affective abilities yet	Need to be repaired
4.	Material reliability	Does not facilitate the abilities of different students	Need to be repaired
5.	Material ability to attract the interest of teachers and students	Have not able to attract students' interest yet because teaching materials are difficult for students to understand	Need to be repaired
6.	Material ability to motivate students	Teaching materials are difficult to understand for students with different backgrounds	Need to be repaired
7.	Material value in the short term	Teaching materials do not all cover assessment needs, but can	Need to be repaired

		be measured and assessed	
8.	Material value in the long term	The material in teaching materials is only focused on practical needs	Need to be repaired
9.	Students' perceptions of material	The material in teaching materials is considered difficult by students	Need to be repaired
10.	Teacher's perception of material	For teachers the material developed is relative easy because the teacher is a native speaker of Rejang language	Easy material
11.	Material flexibility	Material has flexibility	Flexible material

The findings of the conditions of "Baso Jang Te" that are currently used are also supported by observations made on February 8, 2019 at Elementary School Number 3 Rejang Lebong. This observation was conducted to compare interview data as a triangulation test. The results of the observations are illustrated in table 1.4 below:

Table 4: Observation Data To Rejang Language Teaching

Component	Description	Criteria			
		Very good	Well	Enough	Less
The initial stage of learning	A brief explanation of the contents of the lesson				√
	A relevance explanation of the new lesson contents			√	
	Explanation of instructional objectives				√
Content Presentation Stage	Description			√	
	Examples and non-examples			√	
	Exercise			√	
	Formative Test				√
	Summary				√

	Glossary				√
Closing Phase	Feedback				√
	Follow-up				√

The results of the observation explain the learning process of the local content of Rejang language are starting from the initial stage of learning, the presentation stage of the content and the closing stages showed sufficient and less criteria. This illustrates that there is a relationship between the findings of the syllabus and teaching materials that have been described above with the implementation of classroom learning. The planning for the imperfect will also result in learning implementation are not optimal.

From the results of the explanation above, an illustration of the syllabus and instructional material that must be developed as a local content of the Rejang language is:

1. The learning objectives in the syllabus are explained in a straightforward manner using the operational cognitive, affective and psychomotor words.
2. The learning objectives in the syllabus outline the criteria used to assess student performance.
3. Learning material in the syllabus adapts to the level of physical, intellectual, emotional, social, and spiritual development of students.
4. Learning material in the syllabus is developed based on scientific structure.
5. Learning material in the syllabus is developed considering the depth and breadth of the material.
6. Learning methods in the syllabus are developed based on student-centered.
7. Learning methods in the syllabus consider the condition of students.
8. Evaluation in the syllabus assesses the achievement of students' competency.
9. The attractiveness of teaching materials is enhanced by paying attention to the cover, color, image and writing.
10. Relevance between the syllabus curriculum and teaching materials.
11. Teaching materials facilitate students' different abilities.
12. Material ability attract the interest of teachers and students.
13. Material value for short and long term.

5 CONCLUSIONS

The findings of the study concluded that the current syllabus and teaching materials must consider several things, including syllabus: 1) learning objectives that are clear, specific, straightforward and measurable, 2) learning materials that focus on students and consider the level of physical, intellectual, emotional, social, and spiritual learners, 3) Learning methods must focus on the condition and development of students, 4) evaluation must be able to assess student achievement. For teaching materials must consider the following: 1) teaching materials must generate interest for students and teachers, 2) the validity and reliability of the material, 3) the ability to attract interest, 4) have material values both short and long-term, and 5) improve students' perceptions of teaching materials.

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