OBSTACLES IN THE BUGIS LANGUAGE LEARNING PROCESS IN PITU RIAWA DISTRICT, SIDENRENG RAPPANG REGENCY

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1. INTRODUCTION

One aspect of Indonesia's cultural diversity is regional languages. Local language is local cultural identity and ethnic identity. Local language is the identity and symbol of an area, as well as the way families and communities communicate. Indonesian unites nations and countries, but regional languages unite tribes in a region. One way to maintain regional and Indonesian cultural identity as a whole is to preserve it. Language is a system of selected sound symbols used by people to communicate, collaborate and identify themselves (Kridalaksana, 1982: 7; Noermanzah, 2019: 307; Fauziah, 2023: 82).

Regional languages as local content have never been included in national exams during the history of Indonesian education. Regional language learning is just a curricular activity to improve skills that are adapted to the characteristics and potential of a region. In 2013, regional language lessons as local content were removed from the curriculum and replaced by other subjects because they were considered unimportant.

Cultural and character education has been created by the government in South Sulawesi. This can be seen from the encouragement for local content learning in each region from elementary to middle school levels. This is not only done at this level, but also in various institutions, especially in various units of the Ministry of National Education. With a good education system, it is hoped that the nation's next generation will be qualified and able to adapt to life as a nation, state and society.

The fact that this problem is even more ironic is that people are starting to forget their local culture gradually, despite the government's various efforts. Head of the UPT of the Pitu Riawa District Education Service, Sidenreng Rappang Regency, stated that people often think that learning local content is not important, so they increasingly forget regional cultural heritage related to regional languages.
In fact, regional languages should be preserved because they are part of local culture that deviate from various local wisdom.

Regional languages as local culture in Sidenreng Rappang seem to be disappearing over time, as is the case in other places in Indonesia. However, educators and authorities continue to strive to maintain culture through local content learning in elementary schools. As shown by the Elementary School in Pitu Riawa District, Sidenreng Rappang Regency, this area is one of the places most inhabited by Bugis residents in Sidenreng Rappang Regency who still use the Bugis language (Saleh, 2019: 15).

The new paradigm of regional language learning in the family and school environment is a very strategic language education approach. At an early age, character education and cultivating local roots are very important for the formation of the character and personality of the nation's children. In addition, language empowerment is used to develop verbal interactions between family members. The recommendations of the South Sulawesi Regional Language Congress state that local languages as mother tongues must be the main language in formal learning in schools from elementary to secondary levels.

Schools are trying to follow government advice with the KTSP curriculum, which gives schools the freedom to choose local content subjects. Schools can choose Bugis or English as local content subjects. However, most elementary schools in Pitu Riawa set Bugis language as a local content subject because of the concerns of the Bugis community. What is not easy is maintaining culture as an identity. For example, in terms of learning culture through the Bugis language, many things are related, including teachers, students, curriculum, learning strategies, facilities, and others (Nur, 2019: 914).

The quality of local content learning is still low in the Luwu area. One of the reasons for this poor quality is the lack of a clear curriculum that functions as a guide for teachers in carrying out the regional language learning process (Musnar, 2014: 52). In addition, teachers who teach regional languages do not have a regional language educational background, but have a PGSD degree. As a result, they are less able to teach well. This all contributes to the low quality of local content education in Luwu Regency (Rahmi, 2013: 66).

Based on the findings above, it is interesting to research the learning problems at Sidenreng Rappang. The researcher then felt interested in conducting research on learning problems in the Bugis language teaching and learning process in Pitu Riawa District, Sidenreng Rappang Regency.

2. METHOD
This research using a qualitative descriptive approach in the form of a case study using data collection methods, observation, interviews and distributing questionnaires. Observation method (observation), namely a technique or approach for obtaining primary data by directly observing the data object. The data obtained is regarding regional language learning taught in elementary schools. The interview method is carried out by collecting data through contact or personal relationships between data collectors and previously planned data sources. This method requires direct communication between researchers and informants. Interviews were used to conduct interviews with school principals, teachers and students in the 5 sample elementary schools in order to find out their views regarding regional language learning, of course with different portions according to their position. The questionnaire method contains questions for specific purposes that allow a systems analyst to collect data and opinions from selected respondents. This list of questions is then sent to the respondents who will fill it in according to their opinions. In this research, questionnaires were given to principals, teachers and elementary school students in Pitu Riawa District, Sidenreng Rappang Regency.

3. RESULTS AND DISCUSSION
3.1. Learning Device Problems
In the context of implementing the teaching and learning process, teachers plan their teaching activities systematically and are guided by a set of rules and plans regarding education. One concrete form of learning planning is contained in learning tools. Preparing learning tools is not an easy thing, and often experiences various problems, including difficulties in compiling learning tools.
Based on the results of research which reveals the appropriateness or inadequacy of learning tools made by subject care teachers, as well as the problems faced by teachers in preparing learning tools in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, which refers to the Ministry of National Education, explained in each component of learning tools as follows:

a. Inadequate syllabus

The syllabus is a basic guideline for making learning implementation plans. All the components contained in the syllabus for each level in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, are syllabi that are suitable to be used as guidelines for learning regional languages at school. Almost all components contained in the syllabus are considered suitable for use as a guide for teachers in presenting material in the learning process in class.

Behind the appropriateness of the syllabus used by teachers at every level in elementary schools in Pitu Riawa District, Sidenreng Regency, Rappang received recognition which was honestly expressed by the teacher who teaches Regional Language subjects at the school, stating that it was not the teacher who created the syllabus which was used as a guideline. The syllabus was created by the MGMP Team for Regional Language subjects in Sidenreng Rappang Regency. From his confession it was also revealed that all elementary school regional language learning syllabuses in Sidenreng Rappang Regency are all the same.

Teachers who teach Regional Language subjects in the 5 schools in the research sample feel that they have never been invited to the Regional Language MGMP meeting in Sidenreng Rappang Regency, bearing in mind that the teachers who teach are not graduates of Regional Language teachers because they only double up and carry out assignments from headmaster. This is what makes teachers who teach regional languages not give full attention and seriousness in preparing learning tools and in teaching them, so the way to have a syllabus to serve as proof of the teacher's administration as a teacher in regional language subjects is by copying a fellow teacher's from another school.

One form of problem in learning by teachers in preparing regional language learning tools, especially in this component, is the use of a monotonous syllabus and the absence of innovation and evaluation every year. The easy way that teachers have used until now is just changing the school year in the syllabus, because the basis for making the syllabus is the textbook. This is what has happened to date in the preparation of syllabuses for elementary schools in Pitu Riawa District, Sidenreng Rappang Regency.

b. Inappropriate learning implementation plans (RPP).

One of the learning tools that must be prepared by teachers is a learning implementation plan or usually abbreviated as RPP, which is a teacher's guide in implementing the teaching and learning process at each class meeting. Teachers are required to make RPPs as administrative equipment for the subjects taught in schools, as well as being a basis or guideline for the teacher himself in presenting the material so that it is structured according to stage by stage with the aim of avoiding confusion in the presentation of material by teachers in the classroom in the teaching and learning process.

Learning implementation plans in elementary schools in Pitu Riawa District have been created and compiled sequentially by teachers who teach Regional Language subjects. The learning implementation plan is made based on the Regional Language lesson syllabus, with the aim that the learning implementation plan is always related to the syllabus that has been created to achieve the learning objectives.

After observing and examining the learning implementation plans that have been made in elementary schools in Pitu Riawa District, according to the guidelines for making learning implementation plans, there are components that must be included in the learning implementation plans at each meeting.

Based on all the components contained in the learning implementation plan made by teachers who teach Regional Language subjects in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, they are complete according to the components contained in the learning implementation plan. In terms of the suitability of the content in the sections created...
by teachers in Pitu Riawa District, it is not suitable to be used as a guide or basis for implementing regional language learning in the classroom. All components in the learning implementation plan are presented complete and structured according to the steps starting from the beginning of the lesson until the teacher closes or ends the subject.

The results of data analysis in the form of learning implementation plans owned by teachers who teach regional language subjects at elementary schools in Pitu Riawa District, Sidenreng Rappang Regency do meet the criteria for an ideal learning implementation plan in terms of component completeness, but are not suitable to be used as a guide in presentation of material in class due to incompatibility of content in the components contained in it because it is based on textbooks and not on the syllabus that has been created. There is also controversy in the confession of teachers who teach Regional Language subjects in schools during interviews, that the lesson implementation plan was made only once and that is what is used continuously until now.

The learning implementation plan is only changed every year at the turn of the school year, in the sense that there are no updates and innovations made by the teacher in making the learning implementation plan, especially in Regional Language subjects. The impression of the learning implementation plan is that it is monotonous and there is no creativity created by teachers who teach Regional Language subjects in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency.

c. Inappropriate textbook

Textbooks are books that teachers use as a student learning resource. The textbook chosen by the teacher as a student learning resource was given the title "Mattappa" by the book's author at each elementary school class level in Pitu Riawa District, Sidenreng Rappang Regency. The book with the title "Mattappa" is the only book that teachers use as a student learning resource.

The material in textbooks used by teachers as a learning resource for students at each grade level in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency is made systematically traced from beginning to end continuously and sequentially in each language skill, and becomes the basis for grouping abilities students must have in learning regional languages. The material contained in the textbook is in accordance with the curriculum structure. This is because the curriculum is based on textbooks which are the only learning resource presented by teachers in delivering teaching material in regional language learning in elementary schools.

In the presentation section of textbooks used at each grade level in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, it does not arouse student motivation because the presentation of the material is monotonous and does not attract students' interest or curiosity and even causes boredom. The presentation is less varied and less interesting without innovation, because evaluation and improvements are not carried out to carry out the latest printing of textbooks which are used as student learning resources, especially in the schools that are the research sample.

It is best if the textbook chosen by the teacher as a student learning resource is able to encourage students to be actively involved. The book used by teachers as a textbook for students at elementary schools in Pitu Riawa District, Sidenreng Rappang Regency looks attractive from the color of the cover, but the presentation of the contents does not attract students' interest in reading it. Considering that regional language lessons are relatively complicated lessons because there are difficulties in reading and interpreting words with written characters, the presentation of the content and pictures should be created to attract interest and be able to motivate students to learn.

It can be concluded that in terms of the completeness of the components in the textbook which is used as a guide for learning, it meets the criteria for a learning guidebook, but in terms of content the content presented is not appropriate and requires evaluation to perfect the book as reading material and a guide for students in learning regional languages in the classroom.

d. Non-existent media

Media is essentially a component of the learning system. As a learning component, media should be an integral part and must be in accordance with the overall learning process.
With the presence of media, the teaching and learning process in class will be easier because the use of media will attract students' attention so that it can increase their learning motivation.

Based on the results of research in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, teachers who teach regional language subjects do not use media in implementing classroom learning. Teachers revealed during interviews at school that they had never once used media in the teaching and learning process for students at any grade level in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency. According to teachers who were asked for information regarding the regional language subjects they taught, they never used media in the learning process, only using textbooks as the only guide to guide learning.

**e. There are no student worksheets (LKS).**

Student worksheets (LKS) are sheets that students use as guidelines and exercises in the learning process at each level of the material being taught, and contain assignments carried out by students in the form of questions and activities that students will carry out in class and at home.

By using LKS in teaching, it will open up the widest possible opportunities for students to take an active part in learning, especially regional language lessons which require a lot of practice. Thus, teachers are fully responsible for monitoring students in the teaching and learning process, through developments in the exercises contained in student worksheets.

The results of research at elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, teachers who teach regional language subjects do not use student worksheets (LKS). The teachers revealed that during interviews at school they emphasized that they had never once compiled student worksheets (LKS) for students at each grade level in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency. According to teachers who were asked for information regarding the regional language subjects they taught, they were never encouraged or ordered to prepare student worksheets (LKS) at school.

Student worksheets are a means to help and facilitate students in learning activities and help teachers to teach so that effective interactions will be formed between students and teachers. Student worksheets can increase the activity and effectiveness of student work in improving learning achievement. In student worksheets (LKS) students will get a description of the material, assignments and exercises related to the material provided. However, unfortunately, elementary schools in Pitu Riawa District, Sidenreng Rappang Regency do not have student worksheets, which are one of the student learning tools created by subject teachers.

**f. There is no evaluation sheet**

The learning outcomes test is a component of the test used to determine student learning outcomes after participating in teaching and learning activities in class. To determine whether basic competency has been achieved or not, teachers are required to conduct a test after every presentation of a topic to students. The function of this assessment is to provide feedback to the teacher in order to improve the teaching and learning process and implement the next program for students who have not been successful and continue the subject for students who have successfully digested the material presented by the teacher with proof of their test results.

The results of the research show that the evaluation sheet or assessment of the achievement of learning objectives shown by students in Regional Language subjects in elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, according to the recognition of teachers who teach regional language local content subjects in interviews at school, is that, they have not made a student evaluation sheet. Openly explain that evaluation sheets will be made when the midterm and final exams are approaching, not at the beginning of the semester.

**3.2. Curriculum Problems**

Initially, regional language lessons were taught in schools until now, they do not yet have their own curriculum, especially in Sidenreng Rappang Regency. The curriculum used now is an adoption of Indonesian language lessons transferred into regional language lessons.

The results of observations and interviews in research conducted in elementary schools which were samples of research data
conducted in Pitu Riawa District, Sidenreng Rappang Regency, teachers and school principals explained that there is no curriculum that can be used as a basis or guideline in learning regional languages, especially in elementary schools throughout Sidenreng Rappang Regency. This was also confirmed by the supervisor of Regional Language subjects in Sidenreng Rappang Regency that there has not been a curriculum prepared as a basis to be used as a benchmark for making syllabi and Learning Implementation Plans (RPP).

The results of interviews with parties who teach and are responsible for implementing regional language learning in elementary schools can be concluded that there is no special curriculum for regional language subjects in Sidenreng Rappang Regency. So what becomes the basis or guideline for teachers in teaching regional language subjects in elementary schools is to be guided by textbooks. The only basis or guideline for learning regional languages at elementary school level in Sidenreng Rappang Regency, especially Pitu Riawa District, is based on the elementary school Regional Language textbook known as "Mattappa". Textbooks are the main guide for teachers in presenting material in class, because there is no curriculum that can be used as a reference in teaching regional language subjects, especially at elementary school level. This is the reason why teachers make textbooks the main guide for learning regional languages.

Judging from the learning tools prepared by Regional Language subject teachers at each elementary school in Pitu Riawa District, Sidenreng Rappang Regency, namely in the form of a syllabus, Learning Implementation Plan (RPP), student worksheets, media, and evaluation sheets, it is very clearly adopted from the curriculum. Indonesian language learning in elementary schools. This illustrates that learning the Bugis Regional Language at the elementary school level in Sidenreng Rappang Regency is guided by the adoption of the Indonesian language learning curriculum.

Bugis regional language learning taught at elementary schools in Pitu Riawa District, Sidenreng Rappang Regency, has been taught from the beginning until now only using textbooks as the main guide in presenting the material. Learning seems boring, because the methods and materials outlined in the textbooks chosen by the teacher never change. Teachers only follow the development of the curriculum used by the local Regional Education Office, now teachers refer to the 2006 KTSP curriculum.

### 3.3. Student Problems

Regional languages are one of the subjects taught in schools, especially in Bugis-speaking areas, which are subjects that are classified as difficult or complicated for students. This may be due to various factors, it could be due to the difficulty of spelling the script which is a separate script for the Bugis community, it could also be due to the teacher’s scary and boring way of teaching, or the students’ own interest in learning regional language subjects as local content at school. The results of research conducted at elementary schools in Pitu Riawa District, Sidenreng Rappang Regency show that there are several problems for students in learning regional languages, namely:

#### a. Regional languages are a frightening threat for students

Regional languages, especially Bugis, are a language that has its own characteristics for the people of Sidenreng Rappang Regency. Apart from this language being used in the home and surrounding environment, it is also taught in schools as a form of preserving the nation’s local culture. With the introduction of local content learning in regional languages, it is hoped that students will be able to understand and recognize Bugis script and be able to read and write Bugis script. However, what was expected did not match the reality on the ground.

What happens in the field is that students consider regional languages to be a scary subject in class. I don’t know if it’s because the lessons are relatively difficult or if the teacher is very cruel in providing material in class, making students afraid to take regional language lessons in class. It can be acknowledged that the teacher’s way of presenting material using the lecture method and always being angry with students is one of the teacher’s efforts to cover up his shortcomings and weaknesses in mastering the material he teaches in class, so that in this way...
The teacher narrows the space for students to interact with him.

A teacher must have a strategy in learning activities. The strategies you have are not only for achieving learning goals. However, a competent, intelligent and professional teacher has a special set of ways of managing the class. With that, he will be a teacher whose presence in the classroom will be missed. In this way, no matter how difficult the material taught, students will be interested in it and find it easy.

b. Students’ ideology regarding the complexity of learning

The ideology that is being formed today, which is the mindset of students in elementary schools, considers learning regional languages to be useless and is considered a lesson that leads students to become left behind and backward. In achieving the objectives of regional language learning in the four language skills, it is something that is underestimated by both teachers and students, because this lesson is considered out of date and considered a step back to several years ago.

Regional language learning seems uninteresting, because there is no innovation made by the teacher in the teaching and learning process in the classroom. The desired hope in regional language learning is the method or effort made by the teacher in presenting interesting material, so that students’ interest in learning increases, but the reality is that teachers teach monotonously using the lecture method, so that learning becomes boring and reduces students’ interest in following lessons.

As educators, teachers should be able to motivate students to arouse their desire or interest in learning. It is said that a teacher succeeds as a good teacher when he is able to attract the sympathy of students to be motivated to study well in subjects that students are not interested in, especially regional language subjects. As a teacher, it is best that teachers know various kinds of learning methods so as not to cause ineffectiveness in the teaching and learning process in the classroom.

4. CONCLUSION

There are various kinds of problems that cause the ineffectiveness of the regional language teaching and learning process at the school level. Factors that influence the emergence of learning problems in the teaching and learning process of regional language subjects, one of which is teachers who teach not in accordance with their educational background. This happened because there were no teacher staff who were suitable in the field of regional language science, so the principal made a direct appointment to fill the vacancy. So what happens is that the learning process is ineffective due to the teacher’s inability to create learning tools and based on compulsion.

Apart from the factor that teachers do not match their field of knowledge, it is also caused by the learning tools at the school. This can be seen in inadequate syllabi, inappropriate Learning Implementation Plans (RPP) and textbooks, and non-existent media facilities, evaluation sheets and student worksheets (LKS). The next factor lies in the learning curriculum itself. Initially regional language lessons were taught in schools until now they do not have their own curriculum, especially elementary schools in Pitu Riawa District, Sidenreng Rappang Regency. This was also confirmed by the supervisor of regional language subjects in Sidenreng Rappang Regency that there has not been a curriculum prepared as a basis to be used as a benchmark for making syllabi and Learning Implementation Plans (RPP).

Apart from problems with teachers, learning tools and curriculum, these problems also arise from the students themselves. They consider regional languages to be a frightening subject in the classroom and nowadays an ideology has been formed in the mindset of students which considers regional languages to be useless and is considered a lesson that leads students to become left behind and underdeveloped.

REFERENCES


