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Need analysis of learning local content of bahasa Toraja in elementary school students

Resnita Dewi[*], **Anastasia Baan, Roberto Salu Situru, Roni La'Biran, Engel Gelong**

Pendidikan Bahasa dan Sastra Indonesia, FKIP, Universitas Kristen Indonesia Toraja, Jl. Jenderal Sudirman No.9, Bombongan, Kec. Makale, Kabupaten Tana Toraja, Sulawesi Selatan, Indonesia

[1]resnita@ukitoraja.ac.id, anasbaan@ukitoraja.ac.id[2], robertosalusituru@gmail.com[3], ronilabiran@ukitoraja.ac.id[4], elgalon@ukitoraja.co.id[5]

Corresponding author: resnita@ukitoraja.ac.id

ABSTRACT

The native knowledge of Indonesia, including the Toraja, is slowly fading as other cultures take over. As a result, promoting learning grounded in local knowledge through Bahasa Toraja's local content is essential. Examining the prerequisites for instructors and students to understand local content in primary schools is the goal of this study. In line with that, this research aims to define the teaching standards and learn Bahasa Toraja's regional components. This is necessary to fulfill its purpose as a venue for introducing and maintaining local wisdom and to make the previously unappealing and in-demand process of learning local material engaging. This research is of the mixed method type. This mixed-method research uses a sequential explanatory approach. This research was conducted for grade IV elementary school students at SD N 1 Kepe' for the 2021/2022 school year, North Toraja. Miles and Huberman's model was used to analyze the data, consisting of three key steps: data reduction, data presentation, and findings. The study's findings indicate that to increase the quality of the local content of the Toraja language to maintain Toraja culture and local knowledge, students' and instructors' demands in learning the local content of the Toraja language must be taken into account.

INTRODUCTION

Local wisdom is a critical component of the Indonesian educational curriculum. Local content themes that contribute to stressing student character development are infused with this local wisdom (Nafisah, 2016; Puspitoningrum & Rahmayantis, 2018). In a person's sociocultural life, local wisdom has pedagogical values that govern all of that person's conduct (Ibrohim & Wahidin, 2022; Puspitoningrum & Rahmayantis, 2018).

Local content subjects can teach about a place's local wisdom (Alaz et al., 2018). One strategy to protect the regional culture itself is the topic of local content (Basari, 2014; Nafisah, 2016; Rachmadyanti, 2017). Additionally, local content refers to academic activities that aim to improve students' competencies through local knowledge of their cultures and locations (Ramdiah et al., 2020; Soegiono et al., 2019). Of course, this is consistent with the idea that the curriculum should, if feasible, reflect the local circumstances and environmental factors specific to each learner (Nafisah, 2016; Suarmika et al., 2022). Contextual learning, which derives from a particular setting, can help pupils learn more about that environment (Gularso et al., 2019; Surtikanti et al., 2017).

The local content curriculum is designed to address the demand for contextual learning of local content to fulfill the requirement for an awareness of the local wisdom of one's own culture (Gularso et al., 2019). To help students relate their knowledge to its practical application in their lives as family and community members, contextual learning is a teaching strategy in which the

instructor brings the geography and culture of the student's home country into the classroom. Contextual learning is intended to educate and equip students with the information, skills, and character necessary to meet the challenges of the 21st century and adapt to their surroundings.

Learning local content through a contextual approach can be a means of preparing the younger generation of Toraja. Local content is a curricular activity to develop competencies adapted to the region's characteristics and potential, including in the form of regional excellence. Local content lessons are indispensable for the advancement of regions that automatically have a good impact on national progress. Local content is also needed for cultural preservation, cultural development, and changing environmental attitudes towards the environment (Hakpantria et al., 2021; Naden et al., 2021; Selasih & Sudarsana, 2018; Sularso, 2016).

Globalization and modernization have resulted in Western and Indonesian cultures being so easy to interact with. This has resulted in the significant influence of western culture on Indonesian culture, which is realized or cannot replace the noble values of Indonesian culture. This situation shows unequivocally the need for learning that focuses on local wisdom in Indonesian education. The influx of western culture has resulted in the local wisdom of cultures in Indonesia has begun to be ignored, especially by the younger generation. This can be seen from daily behavior that no longer embodies the values of local wisdom.

One of the areas that are very famous for its local wisdom is Toraja. Toraja is one of the tribes located in South Sulawesi that is global through its culture and local wisdom in all its cultures. Therefore, to introduce and preserve Toraja culture to the younger generation of Toraja, the curriculum's local content of the Bahasa Toraja is programmed (Hadi, 2017; Hadi et al., 2019). Apart from being an introduction and preservation of Toraja culture, the local content of the Bahasa Toraja is also expected to be a means to help elementary school students develop their character through the values of local wisdom (Sinthya & Ramadan, 2021), Toraja culture developed in the local content of the Bahasa Toraja.

Learning Bahasa Toraja's regional vocabulary has been fraught with difficulties. One is the dearth of resources or instructional materials for Bahasa Toraja's local content. Due to a lack of material, students are only given the same weekly lesson. This affects students' little interest in learning Bahasa Toraja's local content.

Even though thematic learning, which in teaching must contain local wisdom, has been implemented, learning focused on local wisdom has not been applied to its full potential in elementary schools (Hadi, 2017; Krisna et al., 2020; Pratiwi & Suwandi, 2021). According to field research, poor teaching materials are to blame for the lack of optimal learning focused on local knowledge (Dewi & Agung, 2021; Lubis et al., 2022). The teacher's instructional materials appear to be repeated every week. Because of this, students become disinterested and less motivated to learn Bahasa Toraja's local content.

The above presentations form the basis of this study. This study seeks to analyze the needs of students and teachers in learning local content in elementary schools. In line with that, the purpose of this study is to explain the needs of students and teachers in learning the local content of Bahasa Toraja, which can be explained. This is, of course, necessary to make the learning of local content that has been less interesting and less in demand become interesting so that its function as a forum for introducing and preserving local wisdom can be realized.

Learning the local content of Bahasa Toraja needs special attention. Local content learning became a way for governments and parents to introduce their traditions to the next generation. Bahasa Toraja, for example, amid the onslaught of English, Korean, and even the Indonesian itself, made the younger generation of Toraja no longer interested in Bahasa Toraja. Based on these concerns, a needs analysis was carried out to determine the needs of students and teachers in learning Bahasa Toraja. The needs analysis results will be the basis for designing and developing teaching materials for local content in Toraja.

Research related to the analysis of the needs of students and teachers in learning the local content of Bahasa Toraja has never been carried out before. The research on regional languages that has been carried out is mainly for Bahasa Jawa, Bahasa Bugis, and Bahasa Makassar (Latifah, 2019; Rabiah, 2013; Syahruddin, 2020; Ysh. et al., 2019). However, for Bahasa Toraja, no adequate references have been found. This is one of the novelties in this study. This research is expected to present adequate data on the analysis of student and teacher needs to develop teaching materials for the local content of Bahasa Toraja.

This research was carried out in the hope that it could significantly contribute to learning the local content of the Bahasa Toraja. This research is expected to reveal all the needs and expectations of students and teachers in learning local content. Through this research, it is hoped that everything that students need in learning local content to introduce and preserve Toraja culture can be expressed one by one for future improvements.

Furthermore, this research is also expected to contribute to teachers significantly. This needs analysis is expected to help teachers design material that suits students' needs. In addition, further information from this research is to be the initial data for the education office in Toraja to pay attention to the curriculum and learning content of the local content of Bahasa Toraja.

METHODS

This research is of the mixed method type. Mixed research is a research approach that combines qualitative research with quantitative research (Fitria, 2019; Sugiyono, 2015). The combination research method (mixed methods) is a research method between quantitative and qualitative methods to be used together in research activity to obtain more comprehensive, valid, reliable, and objective data (Sugiyono, 2013).

This mixed-method research uses a sequential explanatory approach (Bowen et al., 2017; Edmonds & Kennedy, 2020). In this strategy, the first stage is to collect and analyze quantitative data, followed by the collection and analysis of qualitative data built on initial quantitative results. This weight or priority is given to quantitative data (Bowen et al., 2017). Quantitative data in this study were obtained through the dissemination of instruments to analyze student needs, quantitative data obtained from surveys, followed by quality questions to students to find out students' needs for learning the local content of Bahasa Toraja. Furthermore, qualitative analysis is also needed to obtain data on teacher needs for learning the local content of Bahasa Toraja.

This research was conducted for grade IV students of SD N 1 Kepe' for the 2021/2022 school year, North Toraja. This research began with preliminary observations at SD N 1 Kepe' based on the results of initial discussions in an official forum about the number of students who were not interested, so they did not understand the local content material of the Toraja language. Therefore, based on preliminary discussions with the principal and local content teachers at SD N 1 Kepe', an initial observation was carried out to monitor the learning process of the local meat of the Toraja language.

In the implementation of this study, the number of students studied was 24 students and one teacher. An instrument containing five questions was used to collect data on student needs in learning the local content of the Bahasa Toraja. Furthermore, an intensive interview was conducted for students who had filled out the questionnaire after filling out the questionnaire. The questions on the questionnaire and interview questions used in the research process were first reviewed by experts to ensure that the questions used were undoubtedly able to accommodate student's needs for learning the local content of the Bahasa Toraja.

In addition to interviews for students, interviews were also conducted with teachers of local content subjects in Bahasa Toraja class IV at SD N 1 Kepe'. In this interview process, nine questions were used. This question that is used to review teachers and students is different. The questions used for teachers are much more general to find out the general needs of teachers in learning the local content of the Bahasa Toraja, especially those related to the local content of the

Bahasa Toraja. Similar to student questions, the interview questions for teachers used in this research process are first reviewed by experts. The purpose of this review is to clarify that the questions used can help the teacher express all his needs in learning the local content of the Bahasa Toraja.

Furthermore, the data was analyzed by Miles and Huberman; data analysis includes three main steps, namely: 1) data reduction, 2) data presentation and 3) conclusions (Miles & Huberman, 2014). These three steps are carried out continuously from the beginning. Those three main things, according to Milles and Huberman, can be described as follows:

1. Data Reduction

Data reduction is a stage of data analysis and organizing that involves generating a summary and isolating important data from unnecessary data connected to research difficulties. Before coming to a definitive determination regarding useless data, researchers will examine if later researchers will still require these data in the data processing. Reducing data means summarizing, choosing, and choosing the main things, focusing on the essential things, and looking for themes and patterns (Sugiyono, 2013, 2015). Thus, the data that has been reduced will provide a clearer picture and make it easier for researchers to carry out the following data collection and search for it when necessary.

In this study, researchers also conducted interviews with students and teachers in addition to disseminating questionnaires. From the results of interviews with students and teachers, researchers will reduce data by selecting interview data that is important and following research needs. Data from interviews with students considered irrelevant to this analysis needs are set aside first.

This also applies to interviews conducted with teachers. During the interview, the teacher shared his answers and expectations in local content learning. However, researchers carried out data reduction by only marking and prioritizing data that were more appropriate and relevant to the primary needs of teachers in learning the local content of the Bahasa Toraja.

2. Data Presentation

Data presentation is a platform for descriptively presenting data following the objectives and expectations of each data set, which cannot be isolated from the context. The most frequently used to present data in qualitative research is with narrative texts (Alaz et al., 2018; Sugiyono, 2013, 2015). By displaying data, it will be easy to understand what is happening and plan the subsequent work based on what is understood. In this stage of data display, the categories of data created in the reduction stage are arranged into a sequence so that their structure can be understood.

In this study, the data is presented quantitatively and qualitatively. The data presentation for student needs analysis is carried out using graphs followed by descriptions to explain the graphs. The data presentation to determine teachers' needs is carried out qualitatively. This is done to exploit further teachers' needs in learning the local content of Bahasa Toraja.

3. Conclusion

Drawing conclusions is the entire configuration process. Analysis and conclusion-making are carried out in line with the objectives that must be met, given the context described above. In this study, the researcher revised the findings again, and after the data were correct, conclusions could be drawn from each of the existing items. At this stage, the researcher draws conclusions based on the results of the analysis at the next stage, namely based on the filling of student questionnaires, interviews with students, and interviews with teachers. In the process, to ensure the validity of the conclusions regarding the needs of students and teachers in local content learning, researchers revisited SD N 1 Kepe' to re-discuss with the influential teacher. This is done to maintain the validity and validity of the conclusions of the research results.

RESULT AND DISCUSSION

Each area and the school chose its teaching resources for the local subject. As a result, if schools hire local content studies instructors, such institutions will also provide local content resources. Local content materials can be made by drawing on cultural traditions like language, sports, and art. Studying local content should help students better understand local culture and utilize their environment as a learning resource. By providing instruction based on this information, the researcher claims it is feasible to create teaching materials for Bahasa Toraja local content.

An analysis is initially carried out, which is done via requirements analysis, to develop the instructional materials for the local content of Bahasa Toraja. The extent of gaps between what is expected of students and what they have learned is measured through need assessment. One's analysis must be biased or capable of knowing some of the issues encountered in the case of gap measuring. According to Marisson (Fahrurrozi, 2017), need assessment serves the following purposes:

1. Determine the needs pertinent to the work or task at hand, i.e., what issues impact learning outcomes.
2. Determine any immediate need for money, safety, or other matters that interfere with work or the learning environment.
3. List the top priorities before making a decision.
4. Provide database information for learning effectiveness analysis.

To complete the needs analysis step, the school was visited up to thrice. One survey employing a questionnaire with students serving as research participants, one focus group interview with participating student representatives, interviews with teachers that instruct local content of Bahasa Toraja subject, and more are all included in this data collecting stage. Each need identified during the study's needs analysis is outlined below.

Student Needs Assessment

A survey employing a student-completed questionnaire and an interview were used to get the data necessary to analyze the requirements of pupils. Eight items were included in the questionnaire, completed by 24 primary school pupils in grade IV.

Question item no. 1: *Have you followed the local content subject of Bahasa Toraja?*

To determine if students have engaged in Bahasa Toraja local content subject, answer the first question above. To guarantee that all students in the class that is the focus of the study have taken the local content subject of Bahasa Toraja and have a general understanding of the subject, question number 1 is provided.


	Yes	No
Never or never followed	100%	0%
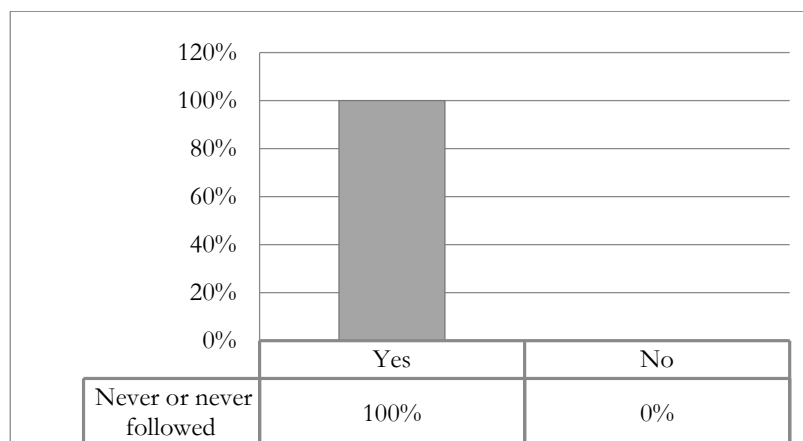
Picture 1. Percentage of Students Ever or Never Followed the Local Content Subject of Bahasa Toraja

Based on the survey results, it is known that all 24 class IV students, or 100%, have taken the local content of Bahasa Toraja classes.

Question item No. 2: *Do you think it is essential to follow the local content subjects of Bahasa Toraja?*

The question mentioned above, no. 2, is designed to gauge how pupils feel about the regional Bahasa Toraja topic subjects. Researchers gauged this mindset by asking participants about the significance of Bahasa Toraja's local content.
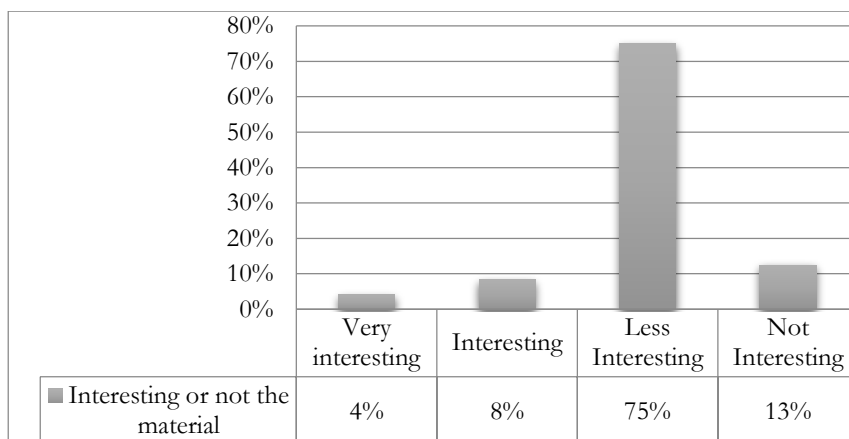

	Very important	important	Less Important	Not Important
■ Important or not following	4%	8%	75%	13%
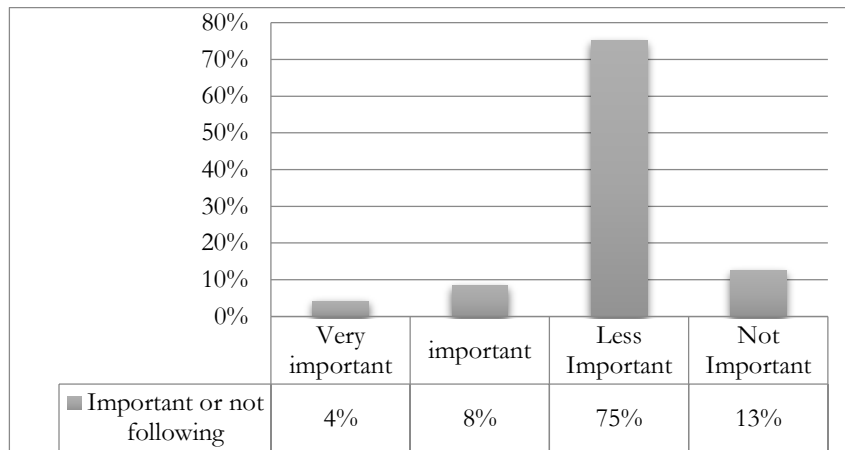
Picture 2. Percentage of students necessary or not following the local content subject of Bahasa Toraja

Based on the survey, it is known that 1 or 4 % of students stated very important, 2 or 8% stated important, 18 or 75 % stated less critical, and 3 or 13 % stated unimportant.

Question item No. 3: *Is the subject matter of the local content of Bahasa Toraja given by the teacher attractive?*

Students' sentiments regarding the local content of Bahasa Toraja are gauged using the answer to question no. Three above. Researchers assessed this attitude by asking Bahasa Toraja local content teachers how enjoyable the material was to cover in class.


	Very interesting	Interesting	Less Interesting	Not Interesting
■ Interesting or not the material	4%	8%	75%	13%

Picture 3. Percentage of students interested or not in the local content subject of Bahasa Toraja

Based on the survey, it is known that 1 or 4% of students stated that they were beautiful, 2 or 8% stated that they were attractive, 18 or 75% stated that they were less attractive, and 3 or 13% stated that they were not attractive.

Question item No. 4: *Do you find it difficult to follow the subject matter of the local content of Bahasa Toraja given by the teacher?*

Students' sentiments about the local content of Bahasa Toraja are gauged using the answer to question no. 4 above. Researchers could gauge the students' attitudes by asking questions regarding how challenging the instructor made the local Bahasa Toraja topic.


	Very difficult	Difficult	Less difficult	Not difficult
■ Difficult or not material	42%	46%	8%	4%
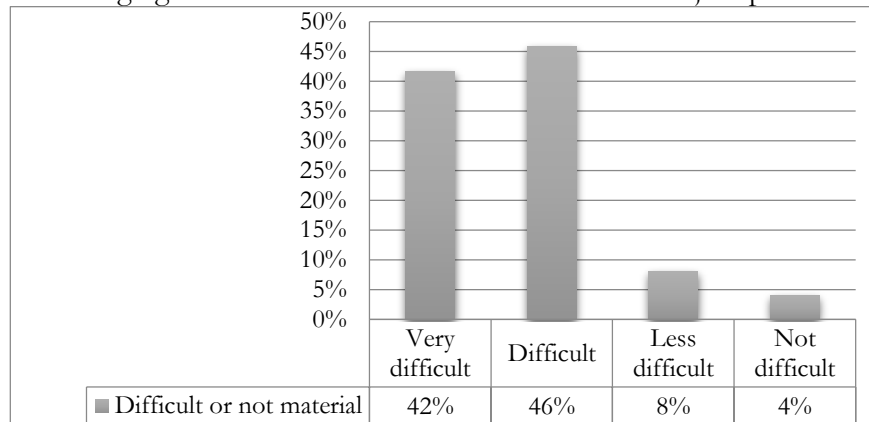
Picture 4. Percentage of students of complex or not of local content subject of Bahasa Toraja material's

Based on the survey, it is known that out of 10 or 42% of students stated it was complicated, 11 or 46% stated it was difficult, 2 or 8% stated it was difficult, and 1 or 4% stated difficult.

Question item No. 5: *Does the subject of the local content of Bahasa Toraja contain theory and practice?*
    The local content of Bahasa Toraja taught by the instructor is determined by answering question no. 5 above. Researchers can quantify this by asking instructors of regional Bahasa Toraja topic areas questions on theoretical or practical material.

	Theory	Practice
■ Presentation of the material	79%	21%
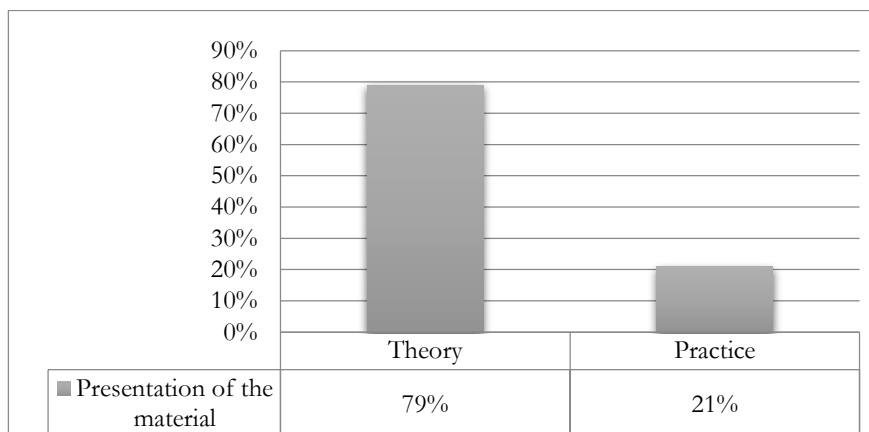
Picture 5. Percentage of material the local content subject of Bahasa Toraja

Based on the survey, it is known that out of 19 or 79 % of students stated that the material given was more theoretical, 5 or 21 % stated practice.
    After collecting and assessing data quantitatively, as shown above, qualitative data collection from students is carried out through interviews. The interview was conducted to obtain direct data from students about their needs for learning materials for the local content of Bahasa Toraja. Interviews with students include the question, '*what are your experiences and expectations in the learning of local content of Bahasa Toraja*?'. The results of interviews with students are shown below.

Student 1
'So far, the material taught us is about letters in Bahasa Toraja. I am tired of learning letter material in Toraja because since 1st grade, we have been learning about it... I want to learn different material, e.g. *Karume.*

Student 2
The material we study every week is almost the same. So we were so tired of that material... I hope that I can learn about *Lebonna* and *Tulang Didi.'*

Student 3
The way the teacher explained made it less easy for us to understand the local content material of the Toraja language. The teacher explained a little bit of the learning material and then gave us an assignment.

Student 4
During the learning process, the teacher only explains the material and does not allow us to ask if there is material we do not understand.

Student 5
We do not understand the material because the teacher only gives assignments and rarely explains. I hope that the teacher explains the material before giving the assignment.

Student 6
We always learn Bahasa Toraja from objects, for example, the Bahasa Toraja of tables, plates, glasses, and so on. We have already studied this material in grade 3.

Student 7
Learning Bahasa Toraja is very difficult. Can the material be made more interesting?

Student 8
We have never studied Toraja songs or poems. So far, we have only been given the task of finding Bahasa Toraja from objects.

Student 9
In my opinion, teachers should help students in learning Bahasa Toraja. For example, by providing an opportunity to ask students.

Student 10
During this time, I was interested in learning Bahasa Toraja. I hope that we can learn about pamali in Bahasa Toraja.

Student 11
In my opinion, Toraja is less interesting than English because the material provided has always been the same since the 2nd grade of elementary school.

Student 12
I hope to learn about famous figures who came from Toraja.

Based on the results of the interview above, it is shown that learning the local content of the Toraja language is not an easy thing. Students, based on surveys and interviews carried out, require many aspects of learning local content. Students get bored easily when learning local content (student 1, student 2, student 6, student 12). This boredom arises because of the material for learning the local content of Bahasa Toraja, which seems to repeat itself every year, for example, about the recognition of letters (student 1) or the names of objects in Bahasa Toraja (student six and student 8). Students need a variety of materials that can attract their attention in learning (student seven and student 12), for example, material in the form of folklore (student 2), Toraja songs and poems (student 8), and pamali (student 10).

In addition, students intend to maximize the explanation of local content learning materials. Students expect the teacher to maximize the explanation of the material before being given assignments (students 5 and 8). In addition, students are allowed to ask questions if there is an explanation of the material that they do not understand (students 4 and 9).

Based on the presentation of data analysis in the student needs analysis section, it was found that in developing the subject matter of the local content of Bahasa Toraja, students needed (1) interesting local content material of Bahasa Toraja; (2) local content material of Bahasa Toraja that

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is easy to understand; (3) practice in learning local content (not only in theory), (4) students need teachers who come from Bahasa Toraja department.

Students need a lot more engaging information to study Bahasa Toraja's local content. The teacher exclusively used lectures over this period. The sole topic covered in class is the issue with nouns. However, pupils require more diverse materials to pique their interest in learning about their community.

One strategy for preserving the regional culture itself is using local materials (Krisna et al., 2020; Pratiwi & Suwandi, 2021; Sinthya & Ramadan, 2021). As a part of the curriculum, local content aims to help students enhance their local knowledge of their own cultures and locations (Basari, 2014; Krisna et al., 2020; Pratiwi & Suwandi, 2021; Rachmadyanti, 2017; Sinthya & Ramadan, 2021). The learning materials for the local Bahasa Toraja subject are drenched with local content. The following are Bahasa Toraja's local content destinations: Introduce the natural, social, and cultural environment of Toraja to students.
a. Giving pupils exposure to Toraja-specific talents.
b. Educates pupils on how to act appropriately and in compliance with the laws of the Toraja region
c. Encouraging pupils to use their rich Toraja cultural heritage to address difficulties they encounter.

According to the results of the interviews, learners require practice acquiring local material in addition to theory. Students haven't had a chance to practice the content yet; the teacher has merely explained it. For instance, while teaching phonemes in Bahasa Toraja, the teacher only recites the words; the pupils are not given a chance to put what they have learned into practice.

Learning local material is a great place to start for primary school kids. Students at that age have started to become familiar with their social and cultural surroundings (Mahdiana, 2020; Yanthi et al., 2020). Kids will learn to love their region through local content as the environment and all of its facets are introduced. This will result in the development of excellent character in students, including love for their own country (Hernawati et al., 2019; Nafisah, 2016).

Teacher Needs Analysis

The difficulties encountered in acquiring the regional vocabulary of Bahasa Toraja are tied to the demands of instructors. To obtain data on teachers' needs for local content learning, an interview was conducted with the following questions:

Question 1
Whether you do a review or revision of the curriculum of the local content of Bahasa Toraja that you use?
Answer: The curriculum I use is still the same as the curriculum used by the class IV teacher last year.

In this interview question, the teacher replied that the local content curriculum used to teach in class IV of the 2021/2022 academic year was the curriculum used in the previous year. Teachers do not conduct reviews or revisions at all to update the curriculum and other components. This resulted in the learning of local content from year to year, never getting updated.

Question 2
Do you adjust the local content syllabus of Bahasa Toraja that you use before starting learning at the beginning of the semester?
Answer: Likewise, with the local content syllabus of Bahasa Toraja, it is still the same as the previous year.

In this interview question, the teacher replied that the local content syllabus of the Toraja language he used was still the same as the previous year. The teacher did not review the previous year's syllabus at all. This resulted in no novelty or improvement in learning made in previous years.

Question 3
Do you update the teaching materials for the local content of Bahasa Toraja that you use before starting learning at the beginning of the semester?
Answer: the teaching materials for the local content of Bahasa Toraja that I use this year are still the same as last year.

In this interview question, the teacher stated that the teaching materials for the local content of the Toraja language used were still the same as those used by the previous year's teacher. This resulted in no difference in the teaching materials used now from before. Ideally, before carrying out learning, teachers re-adjust the teaching materials so that they can add new learning materials that are more contextual.

Question 4
Do you update the learning resources for the local content of Bahasa Toraja that you use before starting learning at the beginning of the semester?
Answer: the local content learning resource of Bahasa Toraja that I use this year is sourced from last year's teacher.

This leveling of the teacher indicates that just as the syllabus and material are never updated, learning resources are also the same. The learning resources used are just teacher handbooks that have even been used from year to year. Limited learning resources should be a motivation for teachers to look for other sources that are closer to students to help students in obtaining newer materials as needed.

Question 5
What teaching strategies do you use in learning the local content of Bahasa Toraja*?*
Answer: in teaching the local content of Bahasa Toraja, I mix Bahasa Toraja with Bahasa Indonesia. If I always use Bahasa Toraja, students don't understand it, so I have to use Bahasa Indonesia.

One of the obstacles in learning the local content of Bahasa Toraja is that there are already many students who do not understand if the teacher always uses Bahasa Toraja. This requires teachers to mix codes between Bahasa Toraja and Indonesian to help students understand the learning material.

Question 6
What supporting facilities and infrastructure do you use in learning the local content of Bahasa Toraja
Answer: The facilities and infrastructure used in teaching the local content of Bahasa Toraja are only the teacher's handbook. Many times, I want to show videos, but due to the limitations of LCD, it is not possible to show the learning videos.

In the course of learning, teachers are often unable to use various learning methods and materials due to limited facilities and infrastructure. For example, often teachers want to present learning videos, but due to the absence of LCD, so the video cannot be displayed. Learning using video is one way to make students more interested in learning the local content of Bahasa Toraja.

Question 7
Is the theme/topic of learning the local content of Bahasa Toraja material relevant to the needs of students?
Answer: It seems to be irrelevant to class IV. The following year I hope that there will be a theme/topic of learning material that is more interesting and relevant for students

Based on the results of the interview conducted, the teacher realized that the theme/topic of the material was far from the needs of the students. Therefore, the selection of themes/topics of learning materials needs to be adjusted to the needs of students.

Question 8
Are learning activities based on local content material in Bahasa Toraja material relevant to student needs?
Answer: less relevant, so students are not interested and get bored easily

In principle, the teacher realizes that the material presented is far from the needs of the students. Therefore, it is necessary to design materials that are relevant and follow the needs. The material needs to be studied so that the teaching is not repeated at every grade level.

Question 9
Do you come from a regional language department?
Answer: No. I am a dance teacher.

One of the obstacles in learning the local content of Bahasa Toraja is that the teachers who are effective in this subject, do not come from the regional language department. This results in the understanding that teachers are indeed limited.

The in-depth interview produced the following conclusions about teacher needs:

Table 2
Aspects of Local Content of Bahasa Toraja that teacher needs

Aspects of Local Content of Bahasa Toraja	Interview Results
Curriculum and syllabus, relevant teaching materials	Still following the syllabus of previous teachers
Teaching materials	Still following the materials of previous teachers
Learning resources	Still using the learning resources of previous teachers
Learning Strategies	Mixing code with Indonesian to attract the attention of learners
Facilities and infrastructure that support learning	Only use books
The theme/topic of the material relevant to the needs of the student	Is not appropriate
Learning activities based on material	So far, it is not based on material
Teachers department	Do not come from the regional language department

The requirements of instructors must also be taken into account in addition to the demands of the pupils, as in the curriculum requirements for instructors and the necessity for suitable teaching materials (Afandi et al., 2021; Syaifuddin & Fahyuni, 2019). It appears more inherited that there are curricula, syllabi, and teaching resources for studying local topics (Ferdianto & Rusman, 2019; Sumardjoko & Musyiam, 2018). There haven't been many changes to the curriculum, syllabus, or instructional resources that teachers have utilized in the past (Basari, 2014; Ma'unah et al., 2020; Suprapto et al., 2021). Therefore, it is also necessary to establish a curriculum to enhance the teaching of local Bahasa Toraja content.

Additionally, the availability of educational materials and instructional media is unchanged, which affects students' lack of interest in learning about their community (Basari, 2014; Hadi, 2017; Relin et al., 2018; Uge et al., 2019). To encourage students to study local content, it is also necessary to create local content learning materials in Bahasa Toraja. Due to the pupils' lack of interest, the teacher's teaching method focused more on the usage of two languages or mixed codes such that Indonesian was used to teach Bahasa Toraja (Dewi, 2020).

Teachers require suitable learning environments for teaching local topics. Textbooks that include lesson plans with themes or subjects pertinent to students' needs are also required. Contextual learning tools that take into account students' daily life are needed by teachers (Ibrohim

& Wahidin, 2022; Karmini et al., 2021; Toharudin et al., 2021). Consequently, the instructor needs to use content that applies to his pupils' daily lives.

The local content of Bahasa Toraja can be used as a way to further introduce Toraja culture to the younger generation. Whether we realize it or not, the existence of Bahasa Toraja is starting to be less aware of its importance by students. Therefore, the teacher needs to design materials that can attract the attention of students. The design of this material should also be based on discussions with other teachers who teach local content subjects in Toraja to obtain input on the improvement of the material to be taught.

One of the important points of the results of interviews conducted with students is the repeatability of local content material. For example, the material on the recognition of the names of objects in Bahasa Toraja, which has been studied by students in third grade, is taught again in fourth grade. This resulted in the saturation of students learning the local content of Bahasa Toraja. Thus, teachers are required to have in-depth discussions with peers to avoid the recurrence of learning from year to year.

CONCLUSION

The demands of students and instructors in learning the local content of the Bahasa Toraja are equally significant to evaluate, and it can be inferred from the study that has been done and the findings that have been analyzed. Analyze student needs to provide us with early information on all the local subject learning requirements that kids have. Similarly, to this, the study of teacher requirements reveals to us all the elements of local content learning that instructors require. Understanding these two aspects will enable us to make the proper preparations to boost students' motivation and proficiency in studying Bahasa Toraja local content.

The current analysis more clearly identifies the requirement for students to enroll in the local content of Bahasa Toraja. (1) interesting local content material of Bahasa Toraja ; (2) local content material of Bahasa Toraja that is easy to understand; (3) practice in learning local content (not only in theory), (4) students need teachers who come from Bahasa Toraja department. The teacher need assessment is (1) The necessity for a curriculum, syllabus, and instructional materials that work together to facilitate learning. (2) The teacher's requirement for pertinent learning materials and resources, considering that student desire to study, will improve with the aid of learning tools that pique student interest. (3) Teachers require learning techniques that make it easier for them to comprehend their pupils and provide the best outcomes. (4) Teachers' requirements for infrastructure and support services from schools or connected organizations. It is intended to provide local content in Bahasa Toraja that is suited to the requirements of both students and instructors based on this study and via this opportunity. This initiative will preserve and absorb Toraja native knowledge among young people.

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