

NEEDS ANALYSIS OF TOLAKI LANGUAGE TEACHING MATERIALS DEVELOPMENT BASED ON MULTICULTURAL

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Abstract

This study aims to analyze the need for the development of multicultural-based Tolaki language teaching materials as a strategic effort in preserving local languages and forming tolerant learner characters rooted in local wisdom values. Using a mixed method approach, data were collected through Focus Group Discussion (FGD) and questionnaires to lecturers and students. The results showed that the majority of respondents, both from lecturers and students, expressed a *strong need for* Tolaki language teaching materials that not only teach linguistic aspects, but also reflect local Tolaki cultural values, cover four language skills (listening, speaking, reading, writing), and are arranged contextually and visually appealing. The limitations of existing teaching materials, especially in terms of content, appearance, and relevance to learner needs, emphasize the urgency of developing new teaching materials that are systematic and based on needs analysis. This study concludes that the development of multicultural-based Tolaki language teaching materials is urgently needed by lecturers and students as a learning medium that is not only pedagogically effective, but also as a means of preserving Tolaki language and cultural identity in the context of multicultural Indonesian society.

Keywords: teaching materials, Tolaki language, multicultural, needs analysis.

1. INTRODUCTION

Local language education is an important part of preserving local cultural identity and shaping the character of students who are rooted in local wisdom values. In this context, teaching materials become one of the important instruments in the learning process, because teaching materials function as a source of information, learning media, evaluation tools, and guides in the learning process in the classroom (Widodo, 2010). According to Majid (2006), teaching materials not only convey teaching materials, but also become a means to instill values, attitudes, and culture that characterize a community. Therefore, the existence of teaching materials that are relevant, contextual, and based on the socio-cultural reality of learners is crucial, especially in learning local languages such as Tolaki.

The benefits of teaching materials that are developed systematically and in accordance with learning needs are enormous, both for students, teachers, and the education system as a whole. Teaching materials designed based on real needs in the field will increase the effectiveness of learning, motivate students, and facilitate teachers in delivering material systematically and contextually (Prastowo, 2012). Furthermore, multicultural-based teaching materials will reflect the social and cultural diversity of the community so as to foster an attitude of tolerance, mutual respect, and pride in one's own culture. In the context of Tolaki language learning, teaching materials are not only a tool for transmitting linguistic knowledge, but also as a medium for internalizing Tolaki cultural values that are starting to be marginalized in the midst of modernization and globalization.

However, the reality in the field shows that the availability of Tolaki language teaching materials is still very limited. Research by Sitti Rabiah (2018) on the *Revitalization of Makassar Regional Language through the Development of Makassar Language Teaching Materials as Local Content* shows that teaching materials play a central role in the process of preserving regional languages. In her research, Rabiah emphasized that the teaching-learning process is a strategic approach that can shape the linguistic awareness of the younger generation towards their local language. The anxiety about the weakening of Makassar language mastery among modern families encourages the need to develop contextual teaching materials as a real revitalization effort. However, the success of this effort is highly dependent on community and government support, which in many cases has not been optimal. This research indirectly confirms the importance of needs analysis in the development of teaching materials, to ensure that the materials prepared are in accordance with the real conditions of the field and the socio-cultural challenges faced by local language speakers.

Similarly, Harri Zoni (2019) in his research entitled *Development of Project-Based Rejang Script (Kaganga) Teaching Materials as an Effort to Preserve the Existence of Regional Languages* presents an approach based on the real needs of students in the field. Through the Research and Development (R&D) method which includes a series of stages, ranging from initial information gathering to field trials, this study shows that the development of teaching materials based on needs analysis provides significant results in increasing the effectiveness and practicality of learning. By assessing the material, language, and construction aspects in a structured manner, this study underlines that the involvement of learners, teachers, and local contexts are important elements that must be analyzed first before teaching material products are developed. The results of validation and field tests prove that teaching materials developed based on local needs and contexts are able to meet the eligibility criteria and are positively accepted by end users, namely students and teachers.

Furthermore, Mulyani, Widyastuti, and Hendri (2013) through their research entitled *Development of Teaching Material Models Based on Regional Potential to Support Javanese Language Learning* also strengthened the importance of needs analysis in the development of teaching materials. This research was carried out in two major stages, namely preliminary studies and the development of prototype teaching materials that adjust to local potential in the form of traditional equipment. Preliminary studies through literature and field studies are the main foundation in determining the direction of teaching material development, which is then validated by experts. The results of this study show that the utilization of local potential not only enriches the content of teaching materials, but also strengthens the cultural identity of students. This approach also shows that the development of meaningful and effective teaching materials must begin with needs mapping based on local characteristics that are unique and relevant to students' daily lives.

These three studies confirm that needs analysis cannot be separated from the process of developing local language teaching materials. Each region has different socio-cultural conditions, learning challenges, and local potential. Therefore, the most crucial first step in producing effective, contextual, and multicultural teaching materials is to conduct a thorough needs analysis. In the context of developing Tolaki language teaching materials, learning must refer to the local reality of the Tolaki people who now live in an increasingly heterogeneous social landscape. A multicultural-based approach that begins with a needs analysis will ensure that the teaching materials produced are not only a medium for linguistic learning, but also a vehicle for preserving the cultural identity and local values of the Tolaki people in the midst of challenging times.

In the face of these limitations, serious efforts are needed to develop teaching materials that are in accordance with local characteristics and contemporary learning needs. The development of teaching materials must be based on a needs analysis, in order to produce products that are appropriate to the context and conditions of the learners and relevant to the applicable curriculum. Several recent studies have shown the importance of a multicultural approach in the development of local language teaching materials. For example, research by Sari & Yulianti (2020) emphasizes that multicultural-based teaching materials can form cultural awareness and strengthen students' ethnic identity. In addition, the development of teaching materials based on needs analysis, as stated by Dick and Carey (2005), is a crucial first step to produce teaching materials that are effective and in accordance with learning objectives.

Needs analysis is a systematic process that aims to identify gaps between ideal conditions and actual conditions, so that real needs can be formulated that must be met through the development of teaching materials (Sugiyono, 2014). In this context, needs analysis serves to identify the characteristics of students, the conditions of the learning environment, and the competency needs that must be achieved. This is in line with the opinion of Tomlinson (2011) who states that needs analysis is the main foundation in the design process of teaching materials that are responsive to the diversity of learners and curriculum demands. Therefore, to produce Tolaki language teaching materials that are multicultural-based and in accordance with learning needs, needs analysis must be used as a systematic, structured, and data-based first step.

Thus, it can be concluded that the development of multicultural-based Tolaki language teaching materials cannot be done carelessly or only based on assumptions. Needs analysis research is needed as a basis for accurately knowing the needs of learners, learning conditions, and relevant cultural aspects to be included in teaching materials. This research will be an important foundation in developing Tolaki language teaching materials that are not only pedagogically effective, but also able to reflect the wealth of local culture in the context of a multicultural society. With this approach, it is hoped that the development of Tolaki language teaching materials can contribute to the preservation of local languages while forming the character of learners who are multicultural, tolerant, and rooted in their cultural identity.

2. METHODOLOGY

This research uses mixed research with qualitative and quantitative methods. The qualitative method was conducted to find the needs of lecturers through FGDs. This FGD aims to explore more deeply the emotional, pedagogical, and motivational needs that have not been described in the questionnaire. While quantitative methods are used to determine the needs of lecturers and students through questionnaires. Data collection tools used

indicators developed by Hutchinson and Waters, (in Nation & Macalister, 2010) which classify two things, namely target *Needs* and *Learning Needs*.

Data analysis was conducted qualitatively and quantitatively. The steps of qualitative data analysis were data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1992). While the quantitative analysis steps were carried out, namely coding for closed questions, presenting the results of the answers, and presenting them in graphical form, (Nazir, 2013).

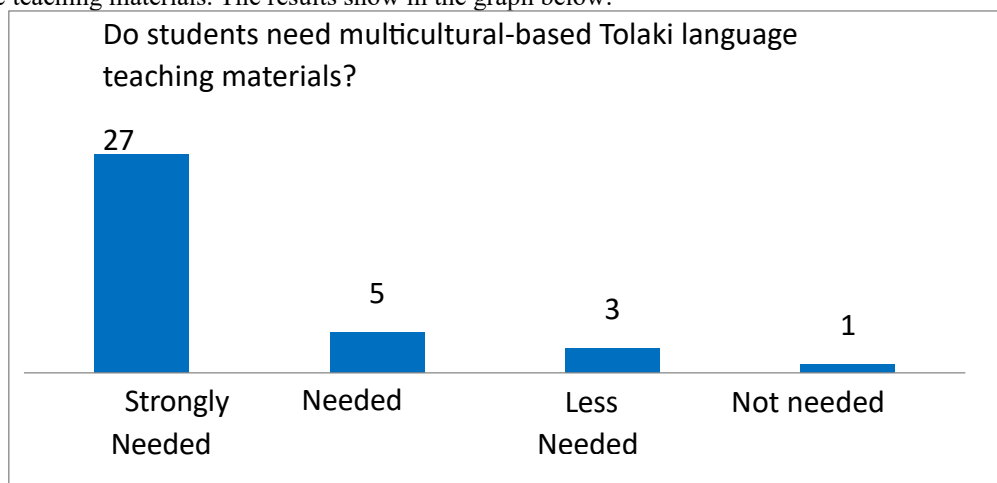
3. DISCUSSION

3.1 Development Needs of Multicultural-Based Tolaki Language Teaching Materials

The need for the development of multicultural-based Tolaki language teaching materials in this section consists of two parts, namely student needs and lecturer needs. The description of these two things is as follows.

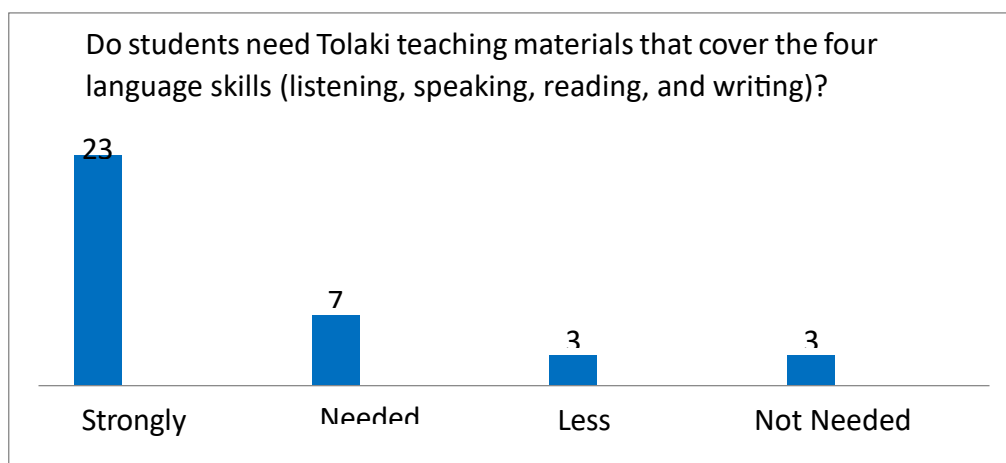
a. Students' Needs for the Development of Multicultural-Based Tolaki Language Teaching Materials

The analysis of student needs begins with questions related to whether students need multicultural-based Tolaki language teaching materials. The results show in the graph below:



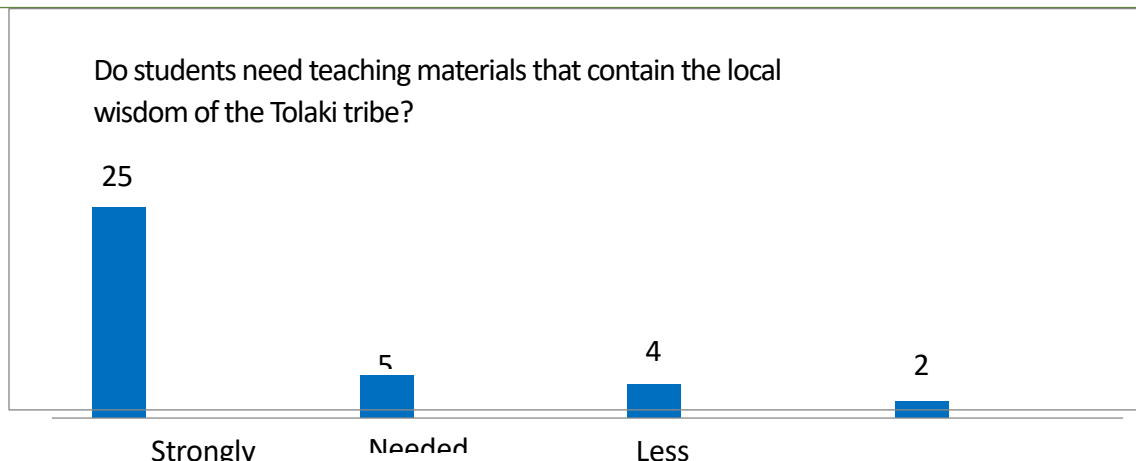
The graph above shows that out of 27 students or around 75% said they really needed multicultural-based Tolaki language teaching materials, 5 or 14% said they needed multicultural-based Tolaki language teaching materials, 3 or 8% said they needed multicultural-based Tolaki language teaching materials less, and 1 or 3% said they did not need multicultural-based Tolaki language teaching materials.

After that, the second question is related to whether students need teaching materials that cover four language skills. The results show the following:



The graph above shows that 23 students or 64% said they really needed Tolaki teaching materials that included four language skills (listening, speaking, reading, and writing), 7 or 19% said they needed Tolaki teaching materials that included four language skills (listening, speaking, reading, and writing), 3 or 8% said they needed less Tolaki teaching materials that included four language skills (listening, speaking, reading, and writing), and 3 or 8% said they did not need Tolaki teaching materials that included four language skills (listening, speaking, reading, and writing).

The third question is related to whether students need teaching materials containing the local wisdom of the Tolaki tribe. The results show the following:

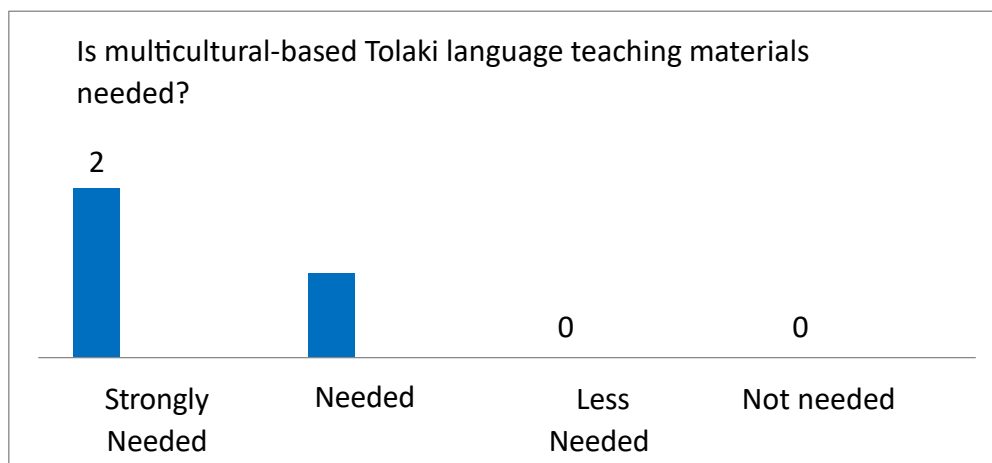


The graph above shows that 25 students or 69% said they really needed teaching materials containing the local wisdom of the Tolaki tribe, 5 or 14% said they needed teaching materials containing the local wisdom of the Tolaki tribe, 4 or 11% said they did not need teaching materials containing the local wisdom of the Tolaki tribe, and 2 or 6% said they did not need teaching materials containing the local wisdom of the Tolaki tribe.

b. Lecturers' Needs for the Development of Multicultural-Based Tolaki Language Teaching Materials

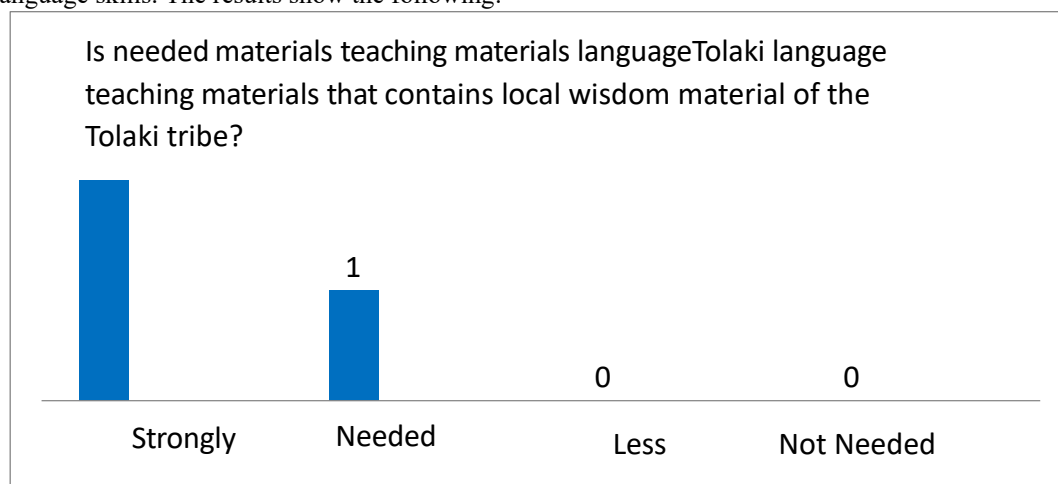
Analysis of lecturers' needs begins with questions related to whether lecturers need multicultural-based Tolaki language teaching materials. The results show in the graph below:

The graph above shows that 2 lecturers or 67% said they really needed multicultural-based Tolaki



language teaching materials, 1 or 33% said they needed multicultural-based Tolaki language teaching materials, 0 or 0% said they needed multicultural-based Tolaki language teaching materials less, and 0 or 0% said they did not need multicultural-based Tolaki language teaching materials.

After that, the second question is related to whether lecturers need teaching materials that cover four language skills. The results show the following:

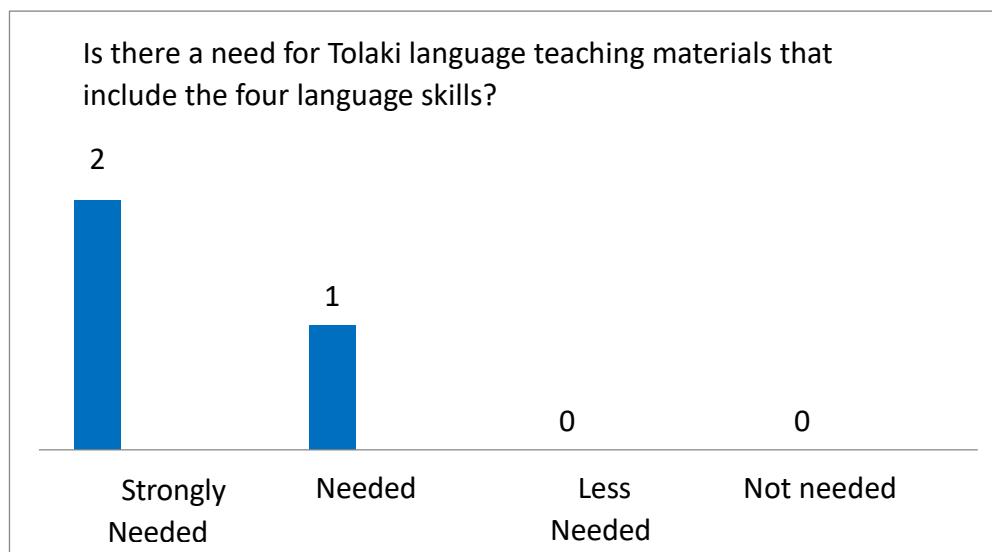


The

graph above shows that 2 lecturers or 67% said they really needed Tolaki language teaching materials that included four language skills (listening, speaking, reading, and writing), 1 or 33% said they needed Tolaki language teaching materials that included four language skills (listening, speaking, reading, and writing), 0 or 0% said they were less in need of Tolaki language teaching materials that included four language skills (listening, speaking, reading, and writing), and 0 or 0% said they did not need Tolaki language teaching materials that included four language skills (listening, speaking, reading, and writing)

After that, the second question was related to whether the lecturers needed Tolaki language teaching materials containing local wisdom material of the Tolaki tribe. The results show the following:

The graph above shows that 2 lecturers or 67% said they really needed Tolaki language teaching materials containing Tolaki tribal local wisdom material, 1 or 33% said they needed Tolaki language teaching materials



containing Tolaki tribal local wisdom material, 0 or 0% said they were less in need of Tolaki language teaching materials containing Tolaki tribal local wisdom material, and 0 or 0% said they did not need Tolaki language teaching materials containing Tolaki tribal local wisdom material.

3.2 Results of *Focus Group Discussion* (FGD) on the Use of Tolaki Language Teaching Materials Used

The results of the analysis of interviews and questionnaires on the needs of developing multicultural-based Tolaki language teaching materials discussed in the lecturer group through *Focus Group Discussion* (FGD) obtained the results that lecturers and students have used scientific articles on *google scholar* which are used during the learning process of Tolaki language culture courses. Lecturers and students have used *power points* that are arranged in accordance with Tolaki language culture material. Lecturers and students have not used *handouts* in the learning process of Tolaki language culture. Lecturers and students have not used modules during the learning process of Tolaki language culture courses.

The most important role of Tolaki language culture teaching materials is to involve students in making decisions about their learning process. One of them is channeling their energy in making existing materials more relevant and motivating them; involving them in the creation of their own materials beyond the existing materials to adapt the teaching materials to their interests and learning levels. To find out the needs desired by students, lecturers, and institutions, a needs analysis has been proposed first which will show what needs are needed by students and lecturers.

The components of Tolaki language culture teaching materials used so far have been presented in accordance with the field of Tolaki language culture, however, teaching materials have not been arranged with student needs. Teaching materials have not been arranged with the level of student ability. Teaching materials are less in accordance with learning objectives. Teaching materials have not contained apperception. Teaching materials have not contained motivational words that can increase reading interest in Tolaki language culture teaching materials. The organization of the material has not been systematic. The explanation of the material has not been accompanied by problem solving.

The display of Tolaki language culture teaching materials used so far has contained a table of contents, conclusions and reference sources but the references used are still published in the old year or more than the last 10 years. Teaching materials for Tolaki language culture that have been used so far have not been equipped with examples, feedback, illustrations, indexes and instructions for use. The emotional component (related to interest) contained in the teaching materials for Tolaki language culture used so far has not been well organized. Teaching materials do not make students feel happy, so they are still rarely read by students. Teaching materials do not attract students' attention because they only contain long theories and concepts,

so they do not motivate students to read them. Teaching materials are less able to focus students' concentration in understanding the explanations in the teaching materials.

Tolaki language culture textbooks must have clarity of objectives for each unit, suitability of teaching materials to the needs, desires, interests and goals of students so that they are effective and give confidence and can be applied in the real world. Tolaki language culture teaching materials must have clarity of instructions, suitability of material levels and material choices, availability of evaluation in various strategies. Good Tolaki language culture teaching materials provide sufficient opportunities for students to generate participation and motivation through teaching materials that are close to everyday life and evaluations that improve students' language skills.

4. CONCLUSIONS

This study confirms the urgency of developing multicultural-based Tolaki language teaching materials based on the results of analyzing the real needs of students and lecturers. The data shows that the majority of students and lecturers really need teaching materials that not only convey linguistic aspects, but also contain local wisdom values of the Tolaki tribe, cover four language skills, and are packaged in an interesting and contextual manner. This finding also shows that the teaching materials that have been used so far still have various limitations, both in terms of content, appearance, presentation, and relevance to the needs and characteristics of learners. Therefore, efforts to develop teaching materials must be carried out systematically, involving needs analysis as a fundamental initial stage, so that the products produced are able to answer the challenges of regional language learning in today's multicultural era. In addition to being a tool in the learning process, the teaching materials developed are also expected to be a strategic means of preserving Tolaki language and culture which is increasingly pressured by globalization. In the future, collaboration between educational institutions, local governments, and cultural communities is needed to create teaching materials that are not only pedagogically effective, but also adaptive to social dynamics, and able to form students who are characterized, tolerant, and proud of their identity as part of Indonesia's multicultural society.

5. SUGGESTIONS/ RECOMMENDATIONS

In line with the results and conclusions of this study, several recommendations are proposed to ensure the effective development and implementation of multicultural-based Tolaki language teaching materials:

1) For Lecturers and Material Developers

It is recommended that lecturers and teaching material developers design comprehensive resources that integrate the four language skills: listening, speaking, reading and writing while embedding Tolaki cultural values and local wisdom. The teaching materials should be systematically organized, pedagogically sound and visually attractive, including illustrations, contextual examples and motivational components to enhance student engagement and learning outcomes.

2) For Educational Institutions

Educational institutions are advised to provide institutional support in the form of funding, facilities and curriculum alignment to ensure the successful integration of multicultural-based Tolaki language teaching. Collaboration among lecturers, students and cultural experts should be encouraged to validate and enrich the teaching materials, ensuring their relevance to contemporary learning contexts while preserving local cultural identity.

3) For Local Government and Cultural Communities

Local governments and cultural communities are encouraged to collaborate with academic institutions in documenting and preserving Tolaki cultural heritage as a foundation for teaching materials. Access to oral traditions, local practices and other cultural resources should be facilitated to enrich the content. Additionally, wider community involvement is essential in maintaining the vitality of the Tolaki language beyond formal education.

4) For Future Researchers

Further studies are recommended to evaluate the implementation and effectiveness of multicultural-based Tolaki language teaching materials in classroom practice, particularly in relation to student achievement, motivation and character formation. Researchers are also encouraged to explore the use of digital platforms and technology-based media (e.g., e-modules, mobile applications) to enhance accessibility and appeal to younger generations. Comparative studies with other local languages are also suggested to identify best practices in the development of culturally grounded teaching materials.

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