

PROBLEMS OF LEARNING LOCAL CONTENT IN THE BUGIS LANGUAGE LEARNING PROCESS IN SIDRAP DISTRICT

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ABSTRACT

This research aims to know the learning problems that occur in the process of teaching and learning Bugis language in learning Bugis language local content in Maritengngae District, Sidrap Regency. This type of research uses a qualitative descriptive approach in the form of a case study with data collection methods, observation, interviews, and distributing questionnaires. The results of the study show that there are 4 learning problems in the teaching and learning process, namely teacher problems, learning device problems, curriculum problems, and student problems. Teacher problems, namely teachers who teach not in accordance with their educational background, curriculum problems, namely the absence of regional language curricula, learning device problems, namely there are no adequate learning tools

Keywords: Problems, learning, regional language

INTRODUCTION

Regional languages are a form of cultural diversity owned by the nation in Indonesia. Regional languages are also local cultural treasures and become an identity that represents each ethnic group. Aside from being a symbol and identity of a region, regional languages also function as a means of communication used within the family and community. If the Indonesian language functions as a unifying tool for the nation and state, then regional languages function as a unifying tool for ethnic groups in an area. Its preservation is one of the efforts to maintain regional cultural identity as well as Indonesian national cultural identity. Language is an arbitrary sound symbol system that is used by its

users to work together, communicate and identify themselves (Kridalaksana, 1982:7). The Bugis language is one of the many regional languages in South Sulawesi whose existence contributes to the cultural diversity of the Indonesian nation. As a Bugis person, it is an obligation to preserve the Bugis language. Using the Bugis language to communicate with fellow Bugis speakers is one way to preserve the Bugis language. However, ironically, now users and owners of the Bugis language rarely want to use it, and some have even started to abandon it.

Throughout the history of education in Indonesia, regional languages as local content have never been included in national exams. Learning regional languages is only a curricular activity for competency development that is tailored to the characteristics and potential of a region. Then in the 2013 curriculum, regional language lessons as local content were abolished and replaced by other subjects because they were considered not important.

In South Sulawesi the government has developed cultural and character education. This can be seen from the introduction of local content learning in each region at the elementary to junior high school levels. This does not end at that level, but has also been carried out in various institutions, especially in various units of the Ministry of National Education because with a good education system it is hoped that the next generation will emerge who are qualified and able to adapt to life in society, nation and state.

The problem that is increasingly ironic is in fact, even though the government's efforts are in such a way, in fact the community is gradually forgetting the local cultural heritage. As stated by the UPT Head of the Maritengngae District Education Office, Sidenreng Rappang Regency, the community always has the perception that learning local content is not that important, so people are increasingly forgetting the regional cultural heritage related to the regional language even though the regional language should be preserved because the regional language is part of the local culture that deviates from various local wisdoms such as farming methods, morals and life, astrology, associating with nature and so on.

As with other regions in Indonesia, the regional language as a local culture in the Sidenreng Rappang area also seems to have begun to be gradually eroded by the times. Even so, educators and stakeholders are still trying to maintain culture through learning local content in elementary schools. As in the Elementary School in Maritengngae District, Sidenreng Rappang Regency, this area is one of the domicile locations for the Bugis ethnic group in Sidenreng Rappang Regency, which still maintains the Bugis language well.

The development of a new paradigm of learning regional languages in the family environment and at school is a very strategic approach to language education. Personality education and planting local roots at an early age are very important when it comes to efforts to shape the personality and character of the nation's children. In addition, language empowerment is also carried out in the context of developing verbal interaction between family members. The decision of the South Sulawesi Regional Language Congress in its recommendation

emphasized that the local language as the mother tongue is used as the main means of formal learning in elementary to junior high schools.

Schools are trying to accommodate government suggestions 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, in general, elementary schools in Maritengngae choose the Bugis language as mandatory local content, because of the awareness of the Bugis community.

Maintaining culture as an identity is not easy. Many things are interrelated. For example, in the case of cultural learning through the Bugis language, what is involved are teachers, students, curriculum, learning strategies, facilities, and so on. As a comparison, in Luwu, the quality of learning local content is still low. One of the reasons for this low quality is the absence of a clear curriculum as a guide for teachers in carrying out the regional language learning process (Musnar, 2014: 52). In addition to this, none of the teachers who teach regional languages have a background in regional language education, but are PGSD educated, so they are less competent to teach regional languages properly. All of these things are the cause of the low quality of learning local content in Luwu Regency (Rahmi, 2013: 66).

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well. The learning process is experienced throughout the life of a human being and can apply anywhere and anytime.

In relation to regional language learning, in language learning students are required to master four language skills, namely writing skills, reading skills, listening skills and speaking skills. Therefore, students no longer memorize the theories given by the teacher through lectures, but students are required to be able to apply and relate them to real life. So, from learning the regional language at school, students are expected to achieve certain competencies and be able to use them for their lives and most importantly students are able to speak Bugis properly and correctly according to the context.

The four language skills are interrelated, but in everyday life people use speaking and listening or listening skills more often than reading and writing. The ability to speak, especially the Bugis language, is currently lacking, this can be seen from the intensity of its use which is starting to decrease. Bugis language is rarely used because it is considered outdated or tacky. Even though this assumption is not true, because the Bugis language is an ancestral cultural heritage, a symbol of regional identity and a symbol of regional pride. Therefore, speaking skills, especially Bugis language, are very important to be improved and must be maintained so that they do not become extinct. But teachers tend to find it difficult to apply the right method,

Based on the findings above, it is interesting to study the learning problems in Sidenreng Rappang. The author then felt interested in conducting research on learning problems in the

process of teaching and learning Bugis language in Maritengngae District, Sidenreng Rappang Regency.

Results and Discussion

Learning implies any activity designed to help someone learn a new skill and value. The learning process initially asks the teacher to know the basic abilities possessed by students including their basic abilities, motivation, academic background, economic background, and so on. The teacher's readiness to recognize the characteristics of students in learning is the main capital for delivering learning materials and is an indicator of the success of implementing learning. It can be concluded that learning is a conscious effort made by the teacher to make students learn in order to gain knowledge and knowledge and new abilities.

Teacher Problems

a) They have different scientific backgrounds

Teachers who teach regional language subjects are teachers who concurrently cover the main subject. This happened in all schools that were sampled in this study. The statements of all teachers were corroborated by the statement of the principal who explained that the teachers who taught local language subjects were not in accordance with their educational background or field of knowledge.

Teachers who teach local language subjects in Maritengngae District, Sidenreng Rappang Regency have different educational backgrounds, namely PGSD education, Indonesian language education, mathematics education, and sports education.

The different educational backgrounds of teachers who teach Bugis language in elementary schools in Maritengngae District, Sidenreng Rappang Regency, make learning not run as it should. This of course can lead to a lack of effectiveness of the work of teachers as educators, both in terms of teaching strategies and in terms of classroom management so that education is less competent because of assigning teaching tasks to someone who is not in accordance with the field of knowledge.

Teachers who teach Bugis language do not have a regional language education background in Maritengngae District, Sidenreng Rappang Regency, in line with teacher problems that occur in Bua District, Luwu Regency (Rahmi, 2013: 66).

b) Direct appointment of the principal of the school

Teachers who are responsible for the lessons taught in class should be without pressure or coercion from anyone, either from the education office or from the principal in a school. Pressure makes the teacher's paradigm feel forced to teach subjects. Therefore, teachers who teach a subject should be competent according to the educational background they teach.

The results of interviews that were conducted with teachers who taught local languages at elementary schools in Maritengngae District, Sidenreng Rappang Regency, revealed that they were directly appointed and assigned by the school principal to teach local language local content subjects. According to the principal's statement, the appointed teacher is a teacher who still has a shortage of teaching hours but is fluent in Bugis language. The principal's reason for appointing teachers to teach local language subjects was not quite right, because the reasons for being fluent in Bugis and teaching Bugis were two different things. Being fluent in the Bugis language does not necessarily mean that you can teach the Bugis language, because in teaching certain techniques are needed so that students can receive lessons, not just following the information conveyed by the teacher through language. So, being able to read vocabulary written in lontara script is not enough to be a teacher's capital in teaching Bugis language subjects.

The testimony of an elementary school teacher who teaches local language local content subjects in Maritengngae District, Sidenreng Rappang Regency, said that he was not very interested and felt compelled to teach this Bugis language subject. The teacher is only carrying out the orders of the principal appointed to teach this subject, so it is not

wrong if the teacher shows progress that is not optimal and seems to teach local language subjects as they are in accordance with the teacher's limited abilities.

1. The inability of teachers to make learning devices

Today there are still many teachers who have not been able to carry out their main duties in accordance with established professional standards. This can be seen from the low ability of the teacher to organize a quality teaching and learning process, so that it has a direct impact on the quality of the students produced. The implementation of teaching and learning activities that are not qualified is caused by teachers who teach not in accordance with their educational background.

An indication of the inability of teachers to carry out their professional duties can be seen from the many learning tools that teachers have which are not the result of their work. Most of these teacher learning tools can be obtained in various ways, such as through the internet, book publishers, or professional friends who allow them to get them. Not all of these teacher learning tools are in accordance with the situations and conditions of the students so that when they implement them, the learning tools cannot have the maximum impact on the success of students in the teaching and learning process. This unfavorable behavior is an indication that the teacher's ability to develop learning tools is still in the low category. One of the factors that influence the emergence of teacher problems or problems in the preparation of learning tools is teachers who teach regional language local content subjects who are not graduates of regional language education. Teachers who teach local language subjects at elementary schools in Maritengngae District, Sidenreng Rappang Regency have different educational backgrounds, namely graduates from Indonesian language education, mathematics education and sports education. It is this factor that causes teachers who teach local languages to lack mastery of the learning material taught to their students, and to lack competence in compiling their learning tools.

In accordance with the results of interviews with all teachers who teach local language subjects also revealed their honesty that the learning tools they owned were learning tools that were copied or copied from teachers who were included in the Regional Language MGMP team in Sidenreng Rappang Regency, not those who compiled both the syllabus and plans implementation of learning. These learning tools are not evaluated and changed every year if there are deficiencies and errors, they only change the academic year. From year to year these learning tools have never been repaired and adapted to the times by teachers who teach local language subjects in elementary schools in Maritengngae District, Sidenreng Rappang Regency.

B. Problems of Learning Devices

In the context of implementing the teaching and learning process, the teacher plans his teaching activities systematically and is guided by a set of rules and plans regarding education. One of the concrete forms of learning planning is contained in learning tools. The preparation of learning devices is not easy, and often encounters various problems, including difficulties in preparing learning devices.

Based on the results of research that reveal the feasibility or inadequacy of learning materials made by subject teachers, as well as the problems faced by teachers in preparing learning devices in elementary schools in Maritengngae District, Sidenreng Rappang Regency referring to the Ministry of National Education 2008, explained in each component of the learning device as follows:

1. Inadequate syllabus

The syllabus is the basic guideline for making lesson plans. All the components contained in the syllabus for each level in elementary schools in Maritengngae District, Sidenreng Rappang Regency, are syllabuses that are worthy of being used as a guide in learning local languages at school. Almost all components contained in the syllabus are

considered to have eligibility to be used as a teacher's guide in presenting material in the learning process in class.

Behind the feasibility of the syllabus used by teachers at every level in elementary schools in Maritengngae District, Sidenreng Rappang Regency, there is an honest confession expressed by the teacher who is practicing local language subjects at the school, stating that it was not the teacher who made the syllabus that was used as a guide. The syllabus was made by the MGMP Team for local language subjects in Sidenreng Rappang Regency. His confession also revealed that all regional language learning syllabuses for elementary schools in Sidenreng Rappang Regency are all the same.

The teachers who taught local language subjects in the 5 schools that were the sample of the study felt that they had never been invited to the local language MGMP meeting in Sidenreng Rappang Regency, bearing in mind that the teachers who taught these were not graduates of regional language teachers because they only concurrently carried out assignments from principal. This is what makes teachers who teach regional languages not fully pay attention and be serious in compiling learning tools and in teaching them, so the way to do this is to have a syllabus to serve as evidence of the teacher's administration as a teacher in local language subjects by copying the belonging of fellow teachers. from another school.

One form of problematic learning by teachers in the preparation of regional language learning tools, especially in this component, is the use of a monotonous syllabus and no innovation and evaluation every year. The easy method used by teachers until now is simply to change the school year on the syllabus, because textbooks are used as the basis for making a syllabus. This has happened to date in the preparation of the syllabus for elementary schools in Maritengngae District, Sidenreng Rappang Regency.

2. Lesson implementation plans (RPP) that are not feasible

One of the learning tools that must be prepared by the teacher is the lesson plan or commonly abbreviated as RPP, which is a teacher's guide in carrying out the teaching and learning process at every meeting in class. Teachers are required to make lesson plans as an administrative complement to the subjects taught for schools, as well as a basis or guideline for the teacher himself in presenting material so that it is structured according to the stages with the aim of avoiding confusion in the presentation of material by the teacher in class in the teaching and learning process.

Plans for implementing learning in elementary schools in Maritengngae District have been made and arranged sequentially by teachers who teach local language subjects. The learning implementation plan is made based on the regional language syllabus, with the aim that the learning implementation plan is always related to the syllabus that has been made in order to achieve learning objectives.

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

Based on all the components contained in the learning implementation plan made by teachers who teach local language subjects in elementary schools in Maritengngae District, Sidenreng Rappang Regency, it is complete according to the components contained in the learning implementation plan. In terms of the suitability of the content in the parts made by the teacher in the Maritengngae District, it is not suitable to be used as a guide or basis for implementing local language learning in class. All components in the learning implementation plan are presented in a complete and structured manner according to the steps starting from the beginning of learning 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 local language subjects at elementary schools in Maritengngae District, Sidenreng Rappang Regency do meet the criteria for an ideal learning implementation plan in terms of component completeness, but are not feasible to be used as a guide in presenting

material in class because of the content discrepancy in the components contained in it because it is based on textbooks not on the syllabus that has been made. There is also controversy in

the statements of teachers who teach local language subjects in schools during interviews, that the lesson plan was made only once and that is what has been 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 learning implementation plans, especially for regional language subjects. The impression of the lesson plan is monotonous and there is no creativity created by teachers who teach local language subjects in elementary schools in Maritengngae District, Sidenreng Rappang Regency.

3. Inadequate textbooks

Textbooks are books used by teachers as student learning resources. The textbook chosen by the teacher as a student learning resource is entitled "Mattappa" by the author of the book at each grade level of elementary school in Maritengngae District, Sidenreng Rappang Regency. The book entitled "Mattappa" is the only book that teachers use as a student learning resource.

The material in the textbooks used by the teacher as a learning resource for students at each grade level in elementary schools in Maritengngae District, Sidenreng Rappang Regency is systematically traced from beginning to end continuously and sequentially in each language skill, and forms the basis for grouping abilities that must be students have in learning local languages. The material contained in the textbook is according to the curriculum structure. This is because the curriculum is made based on textbooks which are the only learning resources provided by teachers in conveying teaching materials in learning local languages in elementary schools.

In the presentation section of textbooks used at each grade level in elementary schools in Maritengngae District, Sidenreng Rappang Regency, it does not arouse student motivation because the presentation of material is monotonous and does not attract students' interest or curiosity and even causes boredom. Less varied and less interesting presentation without innovation, because evaluation and improvement were not carried out to print the latest textbooks used as student learning resources, especially in the schools that were the research samples.

It is better if the textbooks chosen by the teacher as student learning resources are able to encourage students to be actively involved. The book used by the teacher as a textbook for students in elementary schools in Maritengngae 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 learning the local language is a relatively complicated lesson because there are difficulties in reading and understanding words in their written characters, the presentation of the contents and pictures should be made to attract interest and motivate students to learn.

It can be concluded that in terms of the completeness of the components in the textbooks that are used as guidelines in learning, they meet the criteria for learning manuals, but in terms of the content presented is not feasible and requires evaluation to perfect the book as reading material and guide students in learning local languages in class.

4. Non-existent media

Media is essentially a component of the learning system. As a learning component, the media should be an integral part and must be in accordance with the learning process as a whole. With the media, the teaching and learning process in the classroom will be easier because the use of media will attract students' attention so that they can foster their learning motivation.

Based on the results of research in elementary schools in Maritengngae District, Sidenreng Rappang Regency, teachers who teach regional language subjects do not use media in teaching and learning in class. Teachers revealed during interviews at school that they had never once used media in the teaching and learning process for students at every grade level in elementary schools in Maritengngae District, Sidenreng Rappang Regency. According to the teachers who were asked for information about the regional language subjects they taught,

they never used media in the learning process, only used textbooks as the only guide to guide learning.

5. There is no student worksheet (LKS).

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

By using LKS in teaching, will open the widest possible opportunity for students to take an active part in learning, especially learning the local language which requires a lot of practice. Thus the teacher is fully responsible for monitoring students in the teaching and learning process, through developments in the exercises contained in student worksheets.

The results of research on elementary schools in Maritengngae District, Sidenreng Rappang Regency, teachers who teach local language subjects do not use student worksheets (LKS). The teachers revealed during interviews at the school that they had never once compiled student worksheets (LKS) for students at every grade level in elementary schools in Maritengngae District, Sidenreng Rappang Regency. According to the teacher who was asked for information about the regional language subject he taught, he was never advised or ordered to compile 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 improvement learning achievement. In student worksheets (LKS) students will get material descriptions, assignments, and exercises related to the material provided. But unfortunately, elementary schools in Maritengngae District, Sidenreng Rappang Regency do not have student worksheets which are one of the student learning tools made by the subject matter teacher.

6. 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 find out whether basic competencies have been achieved, teachers are required to hold tests after each presentation of a subject to students. The function of this assessment is to provide feedback to the teacher in order to improve the teaching and learning process and carry out 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 the test results.

The results showed that the evaluation sheet or assessment of the achievement of learning objectives was shown by students in local language subjects in elementary schools in Maritengngae District, Sidenreng Rappang Regency, according to the confessions of teachers who had mastered regional language local content subjects in interviews at school that they had not make a student evaluation sheet. Openly explained that, the evaluation sheet will be made when approaching the midterm and final semester exams, not at the beginning of the semester.

C. Curriculum Problems

Initially, local 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 the adoption of Indonesian language lessons which are transferred to regional language lessons.

The results of observations and interviews in research conducted in elementary schools which were samples of research data conducted in Maritengngae District, Sidenreng Rappang Regency, teachers and principals explained that there was no curriculum that was used as the basis or guideline in learning local languages, especially in elementary schools throughout Sidenreng Rappang Regency. This was also confirmed by the regional language subject supervisor in the Sidenreng Rappang district that there was no curriculum that had been prepared as a basis to be used as a benchmark for making syllabus and Learning Implementation Plans (RPP).

The results of interviews with those who teach and are responsible for implementing

regional language learning in elementary schools can be concluded that there is no specific curriculum for regional language subjects in Sidenreng Rappang Regency. So that the basis or guideline for teachers in teaching regional language subjects in elementary schools is guided by textbooks.

The only foundation or guideline for learning the regional language at the elementary school level in Sidenreng Rappang Regency, especially Maritengngae District, is based on an elementary school regional language textbook known as "Mattappa". The textbook is the teacher's main guide in presenting material in class, because there is no curriculum that is used as a reference in teaching local language subjects, especially at the elementary school level. This is the reason why teachers make textbooks the main guideline for learning local languages.

Judging from the learning tools prepared by local language subject teachers at each elementary school in Maritengngae District, Sidenreng Rappang Regency, namely in the form of a syllabus, Learning Implementation Plan (RPP), student worksheets, media, and evaluation sheets, it is very clear that they have been adopted from the learning curriculum. Indonesian in elementary school. This illustrates that learning the Bugis regional language at the elementary school level in Sidenreng Rappang District is guided by the adoption of the Indonesian language learning curriculum.

Learning the Bugis regional language which is taught in elementary schools in Maritengngae District, Sidenreng Rappang Regency, has been taught from the beginning until now only using textbooks as the main guide in presenting material. Learning seems boring, because the methods and materials outlined in the textbooks chosen by the teacher never change. The teacher only follows the development of the curriculum used by the local Regional Education Office, now the teacher refers to the 2006 KTSP curriculum.

D. Student Problems

Regional language as one of the subjects taught in schools, especially in the area of Bugis language speakers, which is a subject that is 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 caused by the teacher's teaching method which was scary and boring, or the students' own interest in learning local language subjects as local content at school. The results of research conducted at elementary schools in Maritengngae District, Sidenreng Rappang Regency, show that there are several student problems in learning regional languages, namely:

1. Regional languages become a frightening specter for students

The regional language, especially Bugis, is a language which is a distinctive characteristic for the people of Sidenreng Rappang Regency. In addition to this language being used in the home environment and the surrounding environment, it is also taught in schools as a form of preserving the nation's local culture. With the introduction of regional language local content learning, it is hoped that students will be able to understand and recognize Bugis scripts and be able to read and write Bugis scripts. However, what is expected does not match the reality on the ground.

What happened in the field was that students considered local language a frightening subject in class. Whether it's because the lessons are classified as difficult or the teacher is so cruel in giving material in class, that it makes students afraid to take part in local language lessons in class. It can be recognized that the way the teacher presents material using the lecture method and is always angry at students is one of the efforts of a teacher 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 strategy that is owned is not only to achieve learning objectives. However, a teacher who is competent, smart and professional, has a specific set of ways to manage the class. With that, he will become a teacher whose presence in the class is missed. Thus, no matter how heavy the material being taught will be in demand and considered easy by students.

2. Student ideology of the complexity of learning

The ideology that is formed today, which is the mindset of students in elementary schools, considers learning local languages to be useless and is considered a lesson that leads students to become left behind and underdeveloped. In achieving the goals of learning the local language 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 is considered to have stepped back several years ago.

Learning local languages seems unattractive, because there are no innovations made by the teacher in the teaching and learning process in the classroom. The desired expectation in learning local languages is the method or efforts made by the teacher in presenting interesting material, so that students' interest in learning increases, but the reality is that the teacher teaches monotonously using the lecture method, so that learning becomes boring and reduces student interest in taking lessons.

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

Conclusion

Regional language is one of the identities of an ethnic group. However, in essence this language begins to gradually disappear within the supporting community. This can be seen in the South Sulawesi region, especially the Sidenreng Rappang area. Even though the government has launched local content learning at the elementary to junior high school levels, in reality it is not running effectively. Various kinds of problems that cause the ineffectiveness of the process of teaching and learning local languages at the school level.

Factors that influence the emergence of learning problems in the teaching and learning process of local language subjects, one of which is teachers who teach not according to their educational background. This happened because there were no teacher staff who were in accordance with the area of regional linguistics, so a direct appointment was made by the school principal to fill the vacancy. So what happens is that the learning process is ineffective due to the inability of the teacher to make learning tools and on the basis of compulsion.

The next factor lies in the learning curriculum itself. Initially local language lessons were taught in schools until now they do not have their own curriculum, especially elementary schools in Maritengngae District, Sidenreng Rappang Regency. This was also confirmed by the regional language subject supervisor in Sidenreng Rappang District that there had not yet been a curriculum that had been prepared as a basis to be used as a benchmark for making syllabus and Learning Implementation Plans (RPP).

In addition to problems with teachers, learning tools, and curricula, these problems also arise from the students themselves. They assume regional language as a scourge of frightening lessons in class and today an ideology is formed in the mindset of students who consider learning regional languages to be useless and is considered a lesson that leads students to be left behind and backward.

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