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## The Development of Bahias Teaching Materials Based On Local Wisdom of Katonah Advice on Junior High First-Year Participants in Muna District

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**Abstract:** This research is a development research that aims to produce the validity of bahasa teaching materials based on local wisdom of katoba advice on junior high first-year students in Muna district.

This research is Research and Development (R&D) research by adapting 4-D Thiagarajan development model. Phases include: (1) analysis of teaching materials development needs, i.e. analysis of katoba advice values, conceptual analysis, and learner analysis, (2) teaching materials development, (3) arranging lesson plan, and (4) validation test of teaching materials and lesson plan by experts.

The results of the research are: (1) 30 character values on katoba advice that can be integrated into the material of bahasa lesson in junior high first-year was founded, (2) some of bahasa subjects Basic Competencies are very supportive for the teaching materials development integrated katoba values, (3) the development level of junior high first-year students is in the formal operational phase so that can use well-developed teaching materials, (4) the average score of expert validation results on teaching materials is > 4.2, in the category of "Very Valid", (5) the average score of expert validation on lesson plan is > 4.2, in the category of "Very Valid". Thus, teaching materials that have been developed can be tried in the field, either limited trials or extensive trials.

**Keywords:** Teaching Material Development, Local Wisdom of Katoba Advice, Learners.

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### I. INTRODUCTION

Humans are always challenged by the increasing demands of life. The challenge and demands of life as if never stop, even increased. That's because humans never stop to have a happy life, easy, productive, and meaningful. That's why, scientists always challenged to develop something better, and surpass what has been invented before. The development that has been done by scientists spreading to another human aspects, including education. Education is an effort to build personality accord with society and culture values (Hasbullah, 2009, p.1). According to that, education is society and nations effort to prepare young generation to have better future sustainability. The sustainability marked by the culture and characteristic inheritance that owned by society and nation.

The government always makes regular improvements in the curriculum. Curriculum concept developed along with the theory of education development and practice, also varying according to the flow or theory education adopted (Kemendiknas, 2010b, p.8). Since the independence era, the curriculum in Indonesia has undergone several changes. Recent curriculum changes come from Education Unit Level Curriculum (KTSP) changed to Curriculum 2013 (K13). The professional ability of teachers is very important to improve education quality. Therefore, teachers should improve their professionals in planning and implementing learning activities. Teaching planning should be done by teachers such as the preparation of teaching materials and other tools. The learning process should reflect the interaction that comes from cultural, norms, religions, and the philosophy of life values, that is Pancasila.

Life phenomenon that often appears today is the existence of deviations among the younger generation. Among teenagers often occur punctuation, fights, brawls, drug abuse, promiscuity, theft, and etc. Basically, juvenile delinquency refers to a form of adolescent behavior that is inconsistent with the norms in society. Teenagers who always behave deviantly no longer understand the cultural values that derived by the ancestors. One form of local wisdom in Indonesia, which until now is still preserved is *katoba* culture. *Katoba* is a form of religious ceremony in Muna society. *Katoba* activities are for children 6 years or older. In the ceremony of the *katoba*, the children are given advice or doctrine about the good deeds that must be done or do in everyday life. In addition, advised about bad deeds to be avoided in the daily life.

6 Cultural and character education development is very strategic for nation sustainability and excellence in the future. The development should be done through good planning, appropriate approaches, and learning methods, learning techniques, and effective learning. Realization of the effort to integrate the values of local wisdom into a learning material in school can be done through research and development activities. Based on the description above, the problem to be answered in this research is how the needs analysis and validity of the development of bahasa learning materials based on local wisdom *katoba* advice on junior high school first-year students in Muna Regency?

## A. Language Teaching

On the truth, language learning is learning to communicate. Language teaching directed to improve learners skill in communicate, both orally and written. Bahasa teaching involves reading, speaking, and listening skills. Parera (1986: 22) said that teach the language and not about the language. That opinion implies that in a language learning, which must be learned by learners is how to use the learned language in communication and not learn how the linguistics. In a language teaching, there are several terms, such as approaches, methods, and techniques of teaching Bahasa.

### 1. Language Teaching Approaches

Approach is an attitude or view of something that is usually an assumption or set of assumptions that are interconnected with something (Solchan, 2014, p.3.5). Wahjoedi (1999, p.121) also argued that the learning approach is how to manage learning activities and behavior of learners so that he can actively perform the learning task so as to obtain optimal outcomes. Furthermore, Sagala (2005, p.68) also gave an opinion that the learning approach is the way that will be done by teachers and learners in achieving the instructional objectives to certain instructional unity. The learning approach is more axiomatic. This means that the truth of linguistic theories and the theory of language learning that used is not questioned anymore. In language teaching, approaches are views, philosophies, or beliefs about the nature of language, and language teaching believed by language teachers. Some familiar language approaches such as (1) communicative approach, (2) *whole language* approach, (3) *contextual teaching and learning* approach (CTL), (4) *CLIL* approach, and (5) humanistic approach.

### 2. Language Teaching Methods

4 Method is a regular way that is used to carry out a job to be achieved in accordance with the desired or a systematic way of working to facilitate the implementation of activities in order to achieve specified purpose (Depdikbud, 2003, p.740). In terms of language teaching, the term method means thoroughly planning to present language learning materials on a regular basis.

Solchan (2014, p.3.10) argues that the method is essentially a procedure for achieving a predetermined objective. Explained, teaching methods include selection of materials, the order of materials, the presentation of materials, and repetition of materials. A good method is a teaching method that is mastered by teachers and can be applied in learning process and can make learners understand the subject matter presented by the teacher.

### 3. Techniques of Language Teaching

Iskandarwassid (2016, p.66) mentions that technique is a trick, strategy, or discovery used to accomplish and perfecting an immediate goal. Abidin (2016, p.112) also explained that the technique is a variety of ways that teachers directly apply to convey material to learners during the learning process in the classroom. They include classroom activities, assignments, and in-class testing by teachers when do learning both inside and outside the classroom. Between techniques and methods must be consistent. A technique must also be aligned and in harmony with the predetermined teaching approach.

## B. Teaching Bahasa in Junior High School

Teaching Bahasa aims to learners have the competence of the language for various functions of communication in various social activities. Learning is designed to help learners develop the language competence, cognition, personality, and emotions of learners. In addition, Bahasa learning is expected to foster interest in reading and writing interest.

## C. Teaching Material Development Concept

### 1. Teaching Material Understanding

8 Teaching materials are all forms of materials used to help teachers/instructors in carrying out teaching and learning activities (Depdiknas, 2008, p.6). Dick, Carey & Carey (2009, p.39) also explained that the teaching materials are set of materials or substance of learning systematically arranged, displaying a complete figure of competencies that will be mastered by learners in learning activities. With teaching materials, enabling

learners to learn a basic competence in a coherent and systematic so that accumulatively able to master all the competencies in a complete and integrated. Furthermore, Majid (2008, p.174) also argued that teaching material is a set of materials that are arranged systematically so as to create an environment/atmosphere that allows learners to learn well.

Yaumi (2014, p.272) also provide a restriction on teaching materials, i.e. a set of learning materials which systematically arranged for learning needs sourced from printed materials, visual aids, audio, video, multimedia, and animation, as well as computers and networks. A good teaching material at least have some components, that is (1) learning instruction, (2) competence to be achieved, (3) supporting information, (4) exercises, (5) work instruction, can be worksheets (LK), and (6) evaluation.

## 2. Analysis of Teaching Material Needs

In order to develop Bahasa teaching materials based on local wisdom *katoba* advice, then it must be preceded by a series of needs analysis, (1) analysis of *katoba* values, (2) concept analysis, and (3) learner analysis. *Katoba* values analysis is very important activity. Therefore, researcher must get some data about *katoba* advice text from some source. Data analysis of *katoba* advice means to find the character values contained. Furthermore, the character values can be integrated with the Bahasa learning materials.

Concept analysis is conducted to identify core competencies, basic competencies, and instructional materials to be taught. Concept analysis is really necessary to identify kinds of knowledge in Bahasa teaching, deciding materials that will be developed including the skill which learners will mastered. Other analysis that is analysis of learning resources, i.e. collecting and identifying which sources support teaching material development.

Learners analysis is a study about learners characteristic in accordance with the design of teaching material development. Study of learners characteristic include early knowledge and cognitive development.

## 3. The Validity of Teaching Material

Developed teaching material is valid if the teaching material arranged by adequate theory (content validity) and all of the teaching material component consistently connect each other (construct validity). A valid teaching material must fulfill the feasibility standards of teaching materials. According to BSNP (Suhartanto, 2008) the feasibility of teaching materials includes four elements that is content, language, presentation, and chart feasibility. Those four feasibility is measured aspects in teaching material. Teaching material that have been developed must be validate by the experts. Teaching materials validation is conducted before it tested.

## D. Nature of *Katoba*

*Katoba* is one of children's education instrument that have islamic nuance in Muna society. *Katoba* ritual exist since Islam comes in Muna. According to Couvreur (1935, p.161), *katoba* is a ceremony when children was baptized to Islam on 11 years old or when they in the age of maturity. Mokui (2015, p.15) explained that on the ancient times, Muna society really exalt *katoba* advice. Have been explained that the children who understand repentance means always behave well, all they behavior is favored, and commendable from the others. So, nature of *katoba* is a process of teaching the values of life to children from an early age. Hopefully, the children will grow into a person who has a noble character.

## II. METHODOLOGY

### A. Types of Research

This type of research is a research & development (R&D) research. The development design in this research adapt 4-D modul initiated by Thiagarajan (1974).

### B. Research Designs

Research design includes (1) defining stages, i.e. analysis of *katoba* advice values, conceptual analysis, and learner analysis, (2) design stage including developing teaching materials, preparing lesson plan, and preparing research instruments, (3) development stage, i.e. teaching materials and lesson plans that have been developed are validated by experts for further trial, and (4) dispersion stages, i.e. activities to promote development product.

### C. Research Instruments

Instruments that used to collect the research data are video camera, voice recorder, experts validation sheet, learners activity observation sheet, teachers activity observation sheet, test learning outcomes, and learners responses questionnaire

**D. Techniques of Data Analysis**

In this research there are 2 techniques of data analysis. *First*, *katoba* advice data analysis techniques, i.e. (1) data identification, done by reading accurately and thoroughly some *katoba* advice text, (2) data reduction, done by eliminating irrelevant and selecting the required data, i.e. data about character values that can be intergrated into Bahasa learning material, (3) data presentation, i.e. done in the category matrix embodied in the form of *katoba* values data table, and (4) conclusion, i.e. how many the character values found in some *katoba* advice text (Jufri etc, 2011: 53).

*Second*, validity analysis of teaching materials and lesson plan based on expert validation data. Next, converting the average score earned on each aspect into a 5-scale conversion table into a qualitative value as in table 1.

**Table 1. Quality Assessment Criteria of Teacing Material and Lesson Plan**

No.	Formula	Average Score	Category
1	$X > \bar{X}_1 + 1,8 \times sb_1$	> 4,2	Very Valid
2	$\bar{X}_1 + 0,6 \times sb_1 < X \leq \bar{X}_1 + 1,8 \times sb_1$	> 3,4 - 4,2	Valid
3	$\bar{X}_1 - 0,6 \times sb_1 < X \leq \bar{X}_1 + 0,6 \times sb_1$	> 2,6 - 3,4	Fair Valid
4	$\bar{X}_1 - 1,8 \times sb_1 < X \leq \bar{X}_1 - 0,6 \times sb_1$	> 1,8 - 2,6	Less valid
5	$X \leq \bar{X}_1 - 1,8 \times sb_1$	$\leq 1,8$	Very Less

Source: Widoyoko, (2017: 238)

**III. RESULT AND DISCUSSIONS**

On this chapter, researcher describes the results of research in the form of (1) description of the analysis result of the needs of the Bahasa learning materials development based on local wisdom of *katoba* advice, (2) the validity of teaching materials, and (3) the validity of lesson plan.

**A. Analysis of Katoba Advice Values**

Analysis of material development needs include (1) the analysis of *katoba* advice values, (2) concept analysis, and (3) learners analysis.

**1. Analysis of Katoba Advice Values**

*Katoba* is one of the rituals in Muna society. *Katoba* activity is for moslem children and 6 years old child or more. In that *katoba* ritual, children is given an advice or precept about good deeds which must be done in daily life. Besides that, they have been advised about bad deeds that must be avoided in daily life too. *Katoba* activities can be participate by one or more children.

In *katoba* ritual, the parents can presenting religious leaders. The religious leader is facing the children directly. They give advices about all of the good deed that must be done and bad deed that must be avoided in daily life. The process of conducting *katoba* is witnessed by the invitees, families, and handai tolan.

*Katoba* advice which given to the children, has a lot of character values. According to *katoba* data analysis, character values that can be intergrated to Bahasa teaching material development are (1) *adhati isa* ‘respect to siblings’, (2) *adhati kamokula robhine* ‘respect to mother’, (3) *adhati manusia bhai* ‘respect to humans’, (4) *adhili* ‘fair’, (5) *doologho kafembula* ‘preserve the environment’, (6) *maafu* ‘forgiving’, (7) *ghoghamu* ‘protector’, (8) *insafu* ‘humble’, (9) *kangkilo* ‘cleanliness’, (10) *kaseise* ‘unity’, (11) *koadhati* ‘politeness’, (12) *koadhoo* ‘beauty’, (13) *kokoso poguru* ‘study diligently’, (14) *mafaka* ‘disscusion’, (15) *nggela lalo* ‘honesty’, (16) *ninighoo* ai ‘loving the siblings’, (19) *pokadulu* ‘mutual cooperation’, (20) *pomoasighoo* ‘affection’, (21) *posabhangka* ‘friendship’, (22) *posighondo* ‘vigilance’, (23) *potulumu* ‘mutual help’, (24) *powaghoo* ‘generous’, (25) *sabara* ‘patience’, (26) *sadhaka* ‘alms’, (27) *saetahaano* ‘simple’, (28) *wowoho* ‘responsible’, (29) *tawakala* ‘tawakal’, and (30) *туру ne kamokula* ‘obidient to parents’. Character values in *katoba* advice above integrated to Bahasa teaching subject in form of teaching materials.

**2. Concept Analysis**

Concept analysis is done to identify core competencies (KI), basic competencies (KD), and teaching material book that will developed in grade VII of junior high. Concept analysis really needed to identify kinds of knowledge in Bahasa teaching, deciding the material that will be developed, including skill which mastered by learners.

The developed KI are KI 1, KI 2, KI 3, and KI 4. Furthermore, the developed KD are (1) KD 3.9 and KD 4.9, (2) KD 3.10 and KD 4.10, (3) KD 3.11 and KD 4.11, and (4) KD 3.12 and KD 4.12 (Kemdikbud,

2016a). While the developed teaching material textbook titled, “Bahasa Indonesia SMP/MTs Kelas VII” written by Titik Harsiati, etc. published by Ministry of Education and Culture (Revised Edition) on 2016.

### 3. Learners Analysis

According to the result of learners main data analysis in Muna Regency junior high school, especially State Junior High School 1 of Raha, State Junior High School 2 of Raha, State Junior High School 3 of Raha, and State Junior High School o Raha, found that first-year learners commonly on 12-14 years old. According to Piaget, children on that age is on formal operation phase. The child’s progress on this phase is already have an ability to think abstract.

### B. Teaching Material Validity

To validate the teaching material that have been developed, assigned 2 experts, they are Prof. Dr. Achmad Tolla, M.Pd., as first validator and Prof. Dr. Muhammad Rapi Tang, M.S. as secong validator. Expert’s validation result on teaching material can be presented as follows.

**Table 2. Aspects of Content Feasibility**

No	Assessment Aspect	Aspect Average ( $\bar{X}_i$ )
A	Material compatibility with SI and KD	4.50
B	Material Accuracy	4.50
C	Material Updates	4.40
D	Pushing Curiosity	5.00
<b>Overall Aspect Average (<math>\bar{X}</math>)</b>		<b>4.60</b>

**Table 3. Aspects of Language Feasibility**

No	Assessment Aspect	Aspect Average ( $\bar{X}_i$ )
A	Straightforward	4.00
B	Communicative	5.00
C	Dialogic and Interactive	4.75
D	Conformity with the Development of Learners	4.75
E	Conformity with the Language Rule	4.00
F	Use of Terms, Symbols and Icons	4.50
<b>Overall Aspect Average (<math>\bar{X}</math>)</b>		<b>4.50</b>

**Table 4. Aspects of Presentation Feasibility**

No	Assessment Aspect	Aspect Average ( $\bar{X}_i$ )
A	Presentation Technique	4.75
B	Presentation Support	4.44
C	Learning Presentation	5.00
D	Coherence and Chronology of Thought	4.00
<b>Overall Aspect Average (<math>\bar{X}</math>)</b>		<b>4.55</b>

**Table 5. Aspects of Chart Feasibility**

No	Assessment Aspect	Aspect Average ( $\bar{X}_i$ )
A	Teaching Material Size Print (Optional)	4.75
B	Cover Design	4.36
C	Content Design of Teaching Material	4.62
<b>Overall Aspect Average (<math>\bar{X}</math>)</b>		<b>4.57</b>

According to the experts validation result table can be explained that the developed teaching materials had fulfill the feasibility to be tested. It can be stated that (1) aspect of content feasibility achieve the average

( $\bar{X}$ ) 4.60, (2) aspect of language feasibility achieve the average ( $\bar{X}$ ) 4.50, (3) aspect of presentation feasibility achieve the average ( $\bar{X}$ ) 4.55, and (4) aspect of chart feasibility achieve the average ( $\bar{X}$ ) 4.57. Thus, the four assessment teaching material aspects on the category very fair.

### C. Lesson Plan Validity

Just like teaching material, lesson plan also validated by two experts, they are Prof. Dr. Achmad Tolla, M.Pd., as first validator and Prof. Dr. Muhammad Rapi Tang, as second validator. The validation result of lesson plan can be presented in table 6.

**Tabel 6. Lesson Plan Validation Result**

No	Assessment Aspect	Point			
		LP 1	LP 2	LP 3	LP 4
A	Subject Identity	4.75	5.00	5.00	5.00
B	Core Competencies (KI)	5.00	5.00	5.00	5.00
C	Basic Competencies (KD)	4.50	5.00	5.00	5.00
D	Achievement Indicator Competencies	4.17	4.67	4.50	4.50
E	Write down the Purpose of Learning	4.83	4.67	5.00	4.83
F	Learner Characteristic	5.00	5.00	5.00	4.50
G	Learning Material	4.33	4.17	4.33	4.50
H	Model, Approach, Method, dan Learning Technique	4.25	4.00	4.00	4.38
I	Learning Activities	4.17	4.33	4.33	4.33
J	Assessment	4.80	4.80	4.80	5.00
K	Instrument, Material, dan Learning Resources	4.00	4.33	4.00	4.00
L	Material Utilization	4.50	4.50	4.50	4.50
M	Learning Resources	4.75	4.75	4.50	4.75
<b>Lesson Plan Average</b>		<b>4.54</b>	<b>4.63</b>	<b>4.61</b>	<b>4.64</b>
<b>Lesson Plan Overall Average</b>		<b>4.61</b>			

Based on table 6, can be seen that the lesson plan which have been arranged had fulfill the qualified to be used in learning activity on field trials. It is explained that the average ( $\bar{X}$ ) experts validation result in lesson plan 1 reach 4.54, (2) lesson plan 2 reach 4.63, (3) lesson plan 3 reach 4.61, and (4) lesson plan 4 reach 4.54. The overall average from four lesson plans reach 4.61. Thus, the four lesson plans are in very fair category to be used in learning process on field trials.

## IV. CONCLUSION

Based on the exposure of research results and discussion Bahasa learning development research results based on local wisdom *katoba* advice on grade VII junior high school in Muna regency, it can be concluded several things as follows

*First*, there are found thirty values of laudable characters in *katoba* advice. The values of these characters can be integrated into the Bahasa subject in grade VII junior high school.

*Second*, result of concept analysis shows that some base competencies (KD) Bahasa subject on grade VII developed to learning matters integrated with *katoba* values. Some of the KD's developed in pair, i.e. (1) KD 3.9 and KD 4.9, (2) KD 3.10 and KD 4.10, (3) KD 3.11 and KD 4.11, and (4) KD 3.12 and KD 4.12.

*Third*, expert validation results above based on teaching material that developed is stated as very valid. Aspect of content feasibility reach the average 4.60, aspect of language feasibility achieve the average 4.50, aspect of presentation feasibility achieve the average 4.55, and aspect of chart feasibility achieve the average 4.57.

*Fourth*, experts validation results on lesson plan stated as very valid so fulfill the qualified to be used in learning activity on field trials. Lesson plan 1 reach 4.54, (2) lesson plan 2 reach 4.63, (3) lesson plan 3 reach 4.61, and (4) lesson plan 4 reach 4.54. The overall average from four lesson plans reach 4.61.

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## V. CURRICULUM VITAE

**La Ode Adili, S.Pd., M.Pd.** was born in Kondongia village, Muna regency, on 1971. He began his educational life at elementary school SDN 1 Kondongia in 1979, graduated in 1985. Then, he continued his study at SMP Negeri Waara until 1988. At the same year, he was accepted as a student in SPG Negeri Raha and graduated in 1991. After that, he continued his study at FKIP, Haluoleo University in Kendari and graduated in 1995. He continued to his master program in Makassar State University, Bahasa study program, and graduated n 2003. In 2014, he started his doctorate program in Makassar State University, at Bahasa study program.

Inaugurated being Sivil Servant as teacher in 1997 and placed at SMP Negeri 6 Raha; in 2007 he moved to SMP Negeri 2 Raha; in 2014 moved to Muna regency Education and Cultural Offices as a staff. Active as a lecturer in STAI Syarif Muhammad Raha since 2004 until now and also active as a mentor in Open University since 2007 until now.

**Prof. Dr. Anshari, M.Hum.** was born in Enrekang, South Sulawesi, on April 29<sup>th</sup>. He finished his elementary school at SD Negeri Kompleks Maccini II Ujung Pandang in 1972; his secondary school at SMP Negeri 10 Ujung Pandang in 1983; his high school at SMA 4 Ujung Pandang in 1983; his graduate program at IKIP Ujung Pandang in 1988; his magister program at Hasanuddin University Post-Graduate program in 1999; and his doctorate program in Malang State University Post-Graduated Program in 2007. He assigned as a lecturer since 1989 in Language and Literature Faculty, Indonesian and Local Language and Literature major, Makassar State University.

**Prof. Dr. Jasruddin, M.Si.** was born in Matano, on December 22<sup>th</sup>, 1964. He graduated his elementary school at SD Negeri Matano in 1973 to 1975 and SDN 220 Sorowako in 1975 to 1979; his secondary school at SMP Negeri Buha in 1982; his high school at SMA INCO Soroako in 1985; his gradute program at IKIP Ujung



Pandang in 1990; his magister program at Bandung Technology Institute in 1996; and his doctorate program at Bandung Technology Institute in 2002. He was assigned as lecturer in Mathematics and Nature Science Faculty, Makassar State University since 1991.

**Dr. Juanda, M.Hum.** was born on March 10<sup>th</sup>, 1968 in Salobulo, Wajo regency. He graduated his elementary school at SDN NO. 195, Tanete in 1980; his secondary school at SMP Negeri Keera, Sengkang in 1983; his high school at SMA Negeri 22, Sengkang in 1986; his graduate program at Hasanuddin University in 1994; his magister program at Hasanuddin University Post-graduate Program in 1994; and his doctorate program at Jakarta State University in 2010. He was assigned as lecturer in Language and Literature Faculty, Indonesian and Local Language and Literature major, Makassar State University since 2001.

2

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