

# The Learning of Toraja Language Variations: The Students' Attitudes, Attendance, Activity Change, and Learning outcomes in Ke'te' Kesu' Toraja Tourism Site Context

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## ABSTRAK

Bahasa memegang peranan penting dalam menyampaikan pengetahuan dan sikap, termasuk budaya kelas. Namun, bahasa daerah tidak lagi dipahami baik digunakan oleh generasi muda karena beberapa alasan, termasuk gengsi. Penelitian ini bertujuan untuk menganalisis bagaimana perubahan sikap, kehadiran, dan aktivitas siswa dalam pembelajaran variasi bahasa Toraja pada siswa sekolah dasar dan mendeskripsikan hasil belajar siswa variasi bahasa Toraja pada siswa sekolah dasar. Jenis penelitian ini menggunakan metode campuran. Desain penelitian yang digunakan untuk kualitatif adalah deskriptif kualitatif dan untuk eksperimen semu yang diterapkan secara kuantitatif. Responden penelitian ini adalah siswa sekolah dasar. Teknik pemilihan sampel penelitian menggunakan purposive sampling. Teknik analisis data yang digunakan yaitu teknik analisis tematik dan teknik statistik. Hasil penelitian ini menunjukkan bahwa secara umum hasil yang dicapai siswa setelah dilaksanakannya proses pembelajaran Pembelajaran Variasi Bahasa Toraja pada anak SD di lokasi wisata Ke'te' Kesu' Toraja dapat memberikan peningkatan baik dari perubahan sikap siswa, keaktifan, perhatian, dan motivasi dalam menyelesaikan tugas. Hasil belajar siswa pada variasi pembelajaran bahasa Toraja pada siswa sekolah dasar di lokasi wisata Ke'te' Kesu' Toraja termasuk kategori baik. Dalam linguistik terapan, penelitian ini memberikan kosakata baru yang berkaitan dengan konteks sosial. Dalam karya sastra, kajian ini memberikan sastra lisan lokal sebagai wawasan bagi mahasiswa untuk memperluas pengetahuannya.

## ABSTRACT

Language plays an essential role in conveying knowledge and attitudes, including classroom culture. However, local languages are no longer well understood by the younger generation for several reasons, including prestige. This study aims to analyze how changes in students' attitudes, attendance, and activities in learning Toraja language variations in elementary school students and describe student learning outcomes of Toraja language variations in elementary school students. This type of research uses mixed methods. The research design used for qualitative is descriptive qualitative, and quasi-experimental applied quantitatively. The respondents of this study were elementary school students. The research sample selection technique used purposive sampling. Data analysis techniques used are thematic analysis techniques and statistical techniques. The results of this study indicate that, in general, the results achieved by students after the implementation of the Toraja Language Variation Learning process for elementary school children at the Ke'te' Kesu' Toraja tourist location can provide an increase both in changes in student attitudes, activeness, attention, and motivation in completing assignments. Student learning outcomes in the variation of Toraja language learning in elementary school students at the Ke'te' Kesu' Toraja tourist location are in a suitable category. In applied linguistics, this research provides new vocabulary related to social context. This study provides local oral literature as an insight for students to expand their knowledge of literary works.

## 1. INTRODUCTION

Amid the maelstrom of global hegemonic influence, the phenomenon has made educational institutions feel like they are losing their wiggle room. Besides, there is also a thinning understanding of students about local history and cultural traditions in the community. Therefore, it would be better if it was

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pursued how to preserve various cultures. The shift in cultural values in society occurs along with globalization and other cultural influences (Prayogi and Danial 2016). As in fact that, many young generations neglect to protect the local culture, as result, they lost the cultural wealth for future (Fuad et al., 2020). Furthermore, other research find that local culture influence and give positive effect on human life (Andheska, 2018; D. N. Dewi et al., 2020). In line with the research investigate that local culture can enhance the family and society relationship (Basalamah & Hariri, 2020; Devika et al., 2020). With an education based on local wisdom, there will be an education that can give meaning to human's lives (Bahar, 2019; Proklawat, 2020; Ramadhanti, 2017). It means that education will then be able to become a spirit that can color Indonesian people's dynamics in the future. The characteristics that each region has in the form of cultural values become a strength in building the world of education (Laksana et al., 2019; Sari, 2019). So, it is important to maintain cultural assets as the next generation (Widisono, 2019; Wijaya, 2020). The value of local wisdom is an attempt to maintain a nation's culture (Prasasti et al., 2020; Prayogi, R., & Danial, 2016).

The use of language in literary represent the culture. For local literary, it contain the characteristic of particular group of culture. One of the local wisdom that each region has is the existence of language variations. Language variations are a form of use of different languages by speakers due to certain factors (Latifah et al., 2017; Obidina et al., 2020). Other research found that it is with language that a child acquires attitudes, values, ways of doing, and other countries that we call culture (Rose et al., 2020; Waridah, 2015). Teacher's language holds a vital role in delivering knowledge and attitude, including classroom culture. While, other research claim that dialect and language variations may bring people to awareness in communication due to the diversity (Antoni, et al., 2019). In keeping the existing language, the research suggest to every people to protect the language through language coaching and development, and the government must be commit on it (Herawati, 2020).

In relation with factors that cause the use of language variation, other research investigated that identification and identity preservation factors are most likely the main reasons for the use of language variations (Latifah, et al., 2017). While, other research find social and situational as the main factors (Nasution, et al., 2020; Wati et al., 2020). The local language, including language variation is no longer comprehended either used by the young generation due to several reasons, including prestige (Antoni et al., 2019). Due to this problem, education should take the solution to maintain the local language. In class. The teachers need to apply the local language. As one effort that can be done is that the teacher uses a variety of interesting languages when communicating so that students will have an interest in the material presented by the teacher and students will digest well the material presented by the teacher (Handika et al., 2019).

Toraja is one of the regions in Indonesia that has different cultural characteristics in a unique sense. Toraja has a tourism location Ke'te' Kesu' North Toraja Regency, one of the top tourist locations with high value to study and develop. Toraja also has a wealth of language variations containing cultural, literary, educational values that need to be developed. Toraja found a wide range of language styles in oral literature, such as personification, repetitions, hyperbole, and simile (Asis, 2018). Toraja's oral literature is so varied. One of Toraja's oral literature is engaging in a puzzle using the figurative language style of *karume*. The defines *Karume* as one of Toraja's traditional games in oral literature played by two or more people by asking questions (Manggau & Jayadi, 2019). *Karume* consists of questions made with a figurative meaning. Playing *Karume* is called *Sikarume* by the Toraja. In Indonesian, it means to play puzzles. So, in the variation of oral literature such as in the *Karume* Toraja has the functions of society, education, culture, and individuals. In daily communication, the variation of toraja language as an individual communication with a particular community in the context of certain activities. In the world of education, the variation of toraja language as a medium of delivery of educational values to students. In cultural functions, the variation of language as the identity of the toraja people. And, in individual functions, each person needs understanding and media in communicating their ideas and opinions. Variations in toraja language as identity and cultural products play a role in individual communication.

In the context of language learning, Teacher's role is essential in bringing the students to gain success. The teacher role as a guide for students to think and learning (Auliya & Munasiah, 2020; Mohammadi et al., 2020). Therefore, the teachers' competence as the main point to provide the insight in classroom context (Batlolona & Mahapoonyanont, 2019; Mohammadi et al., 2020). But, it is not just materials that are interesting and teachers are qualified in determining the success of learning. Motivation and attitude from students are required (Pratama et al., 2020). Obviously, motivation is one factor determines the success in learning (Triarisanti & Purnawarman, 2019). While attitude associate with learning activity of the students (Rahman, 2019). Moreover, attitude affect the career choice of children (Ward et al., 2016).

In relation to language teaching, especially language variations, internal and external motivations become essential in terms of students' understanding. Students must have a sense of love, likes, hopes and

desires to learn the language (Triarisanti & Purnawarman, 2019; Ward et al., 2016). Teaching toraja language variation as a cultural heritage does require interest, interest, and enthusiasm from students. So, teachers need to convey the importance of maintaining, and preserving the variety of toraja language for the advancement of their area as a world tourism destination. Many of the foreign tourists want to know toraja including the uniqueness of the language. Thus, education should also have responsibility for the condition. The phenomenon that occurs in Ke'te' Kesu' tourism location in North Toraja regency there is several variations of language that existence is not yet known by the community or locals, especially for school children, in order as the knowledge that can enrich and prepare the young generation of Toraja who are ethical, cultured, and educated in order to compete globally (Sudarsi et al., 2019). This site decided to use because contextual concept of language used. Even, other research assumes that classroom is not the only place where the quality of education can take place (Azoua, 2020). Consequently, this tourism site is contextual concept to learn language of Toraja.

Based on the phenomenon, researchers feel the need to take a role in maintaining and preserving Toraja culture by researching elementary school at Ke'te' Kesu' Toraja tourism site. It is observed that the Toraja young man's understanding of their culture, especially oral literature, is greatly lacking. They simply watch without understanding the meaning, identity, and history of their cultural heritage. In addition, they are less likely to be interested in learning and understanding variations of their own language. In the social and educational context, communication using toraja language variations is very limited. So that the one who is able to use the variation of toraja language well and can convey meaning well is the previous generation. The language reflects the people in Toraja (Masitha, et.al., 2020). This study aims to analyze how changes in students' attitudes, attendance, and activities in learning Toraja language variations in elementary school students and describe student learning outcomes of Toraja language variations in elementary school students.

## 2. METHOD

In this study, researchers applied mixed-method. The combination of qualitative and quantitative research is applied to this study. Research Procedures applied in this study are the first stage is to identify and observe special language variations for elementary school children in Toraja based on local wisdom with case studies at the Ke'te' Kesu' tourism site. The observation focuses on students' attitudes, attendance, and activity change in the learning of Toraja language variations for elementary school students at Ke'te' Kesu' Toraja tourism site. Next, researchers analyzed the observation data through thematic analysis. After that, the researchers collected quantitative data by implementing toraja local wisdom, namely toraja language variation. After that, the data is analyzed descriptively.

The Research design applied for qualitative is descriptive qualitative. For quantitatively applied pseudo-experiment, the researchers follow experimental design patterns or rules but do not use control classes. Qualitatively analyzes changes in attitude, attendance, and activeness of students in learning Toraja language variations in elementary school students at Ke'te' Kesu' Toraja tourism site. Furthermore, quantitatively describe the results of student learning in the learning of Toraja language variations in elementary school students in ke'te' kesu' toraja tourism location. The respondents to this study were elementary school student at Ke'te' Kesu' Toraja tourism site. The research sample selection technique used is purposive sampling, as suggested. Researchers deliberately chose samples purposively because elementary school students living in Ke'te' Kesu' Toraja tourism site are the next generation responsible for preserving and preserving cultural assets, Ke'te' Kesu' mainstay tourism local wisdom. The techniques for analyzing data used in this study are thematic analysis and statistic techniques. Researchers applied thematic analysis techniques in qualitative data analysis, as suggested by (Creswell, 2014). In quantitative data, researchers tabulated the data, then calculated the average scores, then described the criteria and categories of student learning outcomes.

## 3. RESULT AND DISCUSSION

### Result

This section discussed research results showing students' learning achievements related to Teaching Toraja Language Variation in elementary school children at Ke'te' Kesu' Toraja tourism site. The process of teaching elementary school children at Ke'te' Kesu' Toraja tourism site lasts for two months or eight meetings. The analysis is a change in attitude, attendance, and activeness of students following the learning process - teaching and the final test results on students' understanding of the Toraja Language Variation.

**Change in Attitude, Attendance, and Activeness of Students in learning variations of Toraja language in elementary school students at Ke'te' Kesu' Toraja tourism site**

Teaching efforts to improve students' learning achievement is not separated from students' attention and motivation factors in the learning process. The change is qualitative data obtained from the observation sheet at each meeting recorded by the teacher. The changes can be seen from: Student attendance increased by 65.20% in the first two weeks, face-to-face to 95% on face-to-face the following week, Students' attention during the learning process increased as 17 (seventeen) people asked questions, and The courage or spirit of students responding to a teacher's questions is increasing. It was seen from the fourth meeting, there were (5) five students asking, and at the seventh meeting, there were (15) fifteen students who asked. In general, students' results after the implementation of the learning process of teaching Variations of Toraja Language in elementary school children in ke'te' Kesu' Toraja tourism location can provide improvement both from changes in student attitude, activeness, attention, and motivation in completing tasks.

**The Students Learning Results on learning variations of Toraja language in elementary school students at Ke'te' Kesu' Toraja tourism site**

After carrying out the learning process on elementary school students at Ke'te' Kesu' Toraja tourism site, the researchers conducted quantitative data analysis on student learning achievement. Students' learning scores in Toraja language variation learning are presented in the [Table 1](#).

**Table 1.** Description of elementary school students' Toraja language variation scoring scores at Ke'te' Kesu' Toraja tourism site

Statistic	Statistic score
Subject	29
Total score	2150,9
Average	74,16
Highest score	93,5
Lowest score	69,5
Median	74,5

The table above describes that the total score of 29 students was 2150, 9, the average score was 74, 16, the highest score achieved by students was 93, 5, the lowest score was 69, 5, and a median of 74, 5. To measure the Learning Activity Assessment Category of elementary school students at Ke'te' Kesu' Toraja tourism site, researchers used the category suggested by [\(Arikunto, 2010\)](#). By referring to the average score of students obtained from this research data of 74.16, the study of language variation learning activities Toraja elementary school students in Ke'te' Kesu' Toraja tourism location is a good category.

**Table 2.** Distribution of frequency of learning scores for elementary school students at Ke'te' Kesu' Toraja tourism site

Score	Category	Frequency	Percentage
0 – 34	Very low	0	0
35 – 54	Low	0	0
55 – 69	Moderate	1	3,45
70 – 84	High	25	86,20
85 – 100	Very high	3	10,35
<b>Total</b>		<b>29</b>	<b>100 %</b>

The [Table 2](#) shows that of 25 or 86.20% of students scored the high category, 3 or 10.35% of students who scored in the very high category, 1 or 3.45% of students scored in a moderate category. None of them scored in the low and very low category.

**Discussion**

Referring on the above findings, the results achieved by students after the implementation of the learning process of teaching Variations of Toraja Language in elementary school children in Ke'te' Kesu' Toraja tourism location, as in the following elaboration.



### **Change in Attitude, Attendance, and Activeness of Students in learning variations of Toraja language in elementary school students at Ke'te' Kesu' Toraja tourism site**

In class, the teachers need to apply the local language. As one effort that can be done is that the teacher uses a variety of interesting languages when communicating so that students will have an interest in the material presented by the teacher and students will digest well the material presented by the teacher (Handika et al., 2019; Solano-Flores, 2006). Toraja is one of the regions in Indonesia that has different cultural characteristics in a unique sense. Toraja has a tourism location Ke'te' Kesu' North Toraja Regency, one of the top tourist locations with high value to study and develop. Toraja also has a wealth of language variations containing cultural, literary, educational values that need to be developed. Other research finds that Toraja found a wide range of language styles in oral literature, such as personification, repetitions, hyperbole, and simile (Asis, 2018; Sudarsi et al., 2019). Toraja's oral literature is so varied. One of Toraja's oral literature is engaging in a puzzle using the figurative language style of *karume*. In common with other research which defines *Karume* as one of Toraja's traditional games in oral literature played by two or more people by asking questions (Manggau, & Jayadi, 2019). *Karume* consists of questions made with a figurative meaning. Playing *Karume* is called *Sikarume* by the Toraja. In Indonesian, it means to play puzzles. So, in the variation of oral literature such as in the *Karume* Toraja has the functions of society, education, culture, and individuals. In daily communication, the variation of toraja language as an individual communication with a particular community in the context of certain activities. In the world of education, the variation of toraja language as a medium of delivery of educational values to students. In cultural functions, the variation of language as the identity of the toraja people. And, in individual functions, each person needs understanding and media in communicating their ideas and opinions. Variations in toraja language as identity and cultural products play a role in individual communication.

After the implementation of the learning process of teaching Variations of Toraja Language in elementary school children in Ke'te' Kesu' Toraja tourism location, it can be seen that there were improvement both from changes in student attitudes, activeness, attention, and motivation in completing tasks. The students' attendance and attention in class showed that they were motivated and interested to learn variation of Toraja Language. High student motivation and enthusiasm will improve student learning outcomes (Dewi et al., 2018; Iswardhany & Rahayu, 2020). Furthermore, related to the students' attitude, this current study revealed that the courage or spirit of students responding to a teacher's questions is increasing. Active learning activities also increase a pleasant learning atmosphere (Alshenqeeti, 2018; Roffiq et al., 2017). It was seen from the fourth meeting, there were (5) five students asking, and at the seventh meeting, there were (15) fifteen students who asked. In line with the study that the use of local wisdom in learning can improve the positive attitude of students in the classroom and students' appreciation of regional literature that has begun to be forgotten (Agusman et al., 2018; Fuad et al., 2020).

### **The Students Learning Results on learning variations of Toraja language in elementary school students at Ke'te' Kesu' Toraja tourism site**

In the context of language learning, Teacher's role is essential in bringing the students to gain success. Teacher role as a guide for students to think and learning (Auliya & Munasiah, 2020; Mirzaei et al., 2014). Therefore, the teachers' competence as the main point to provide the insight in classroom context (Batlolona & Mahapoonyanont, 2019; Hartanti & Yuniarsih, 2018). But, it is not just materials that are interesting and teachers are qualified in determining the success of learning. Motivation and attitude from students are required (Dewi et al., 2018; Pratama et al., 2020). Obviously, motivation Triarisanti & Purnawarman (2019) is one factor determines the success in learning. While attitude associate with learning activity of the students (Rahman, 2019). Moreover, attitude affect the career choice of children (Ward et al., 2016). After carrying out the learning process on elementary school students at Ke'te' Kesu' Toraja tourism site, the researchers discussed their learning achievement. Student Learning Score in learning variations of Toraja language.

Based on the category, the average of students' score is 74.16, it can be categorized as good. Besides, the description of the results of learning scores of elementary school students at Ke'te' Kesu' Toraja tourism location shows that the highest score achieved by students is 93.5, and the lowest score is 69.5 with a median of 7.45, with a total of 29 students. This finding is similar with the study that interest and motivation determined the learning outcomes of students in the subject of language and art appreciation (Triarisanti & Purnawarman, 2019). It can be proved that the highest score is 94, lowest final exam score is 36.3 for language and art appreciation. It occurred due to learning interest and motivation simultaneously had influence on learning outcomes of language and art appreciation subject.

Obviously, the implementation of language variation of Toraja Language in elementary school students at Ke'te' Kesu' Toraja tourism site provides the improvement in Attitude, Attendance, and Activeness of the students. Besides, Students' Learning Score in learning variations of Toraja language is a

moderate category. Referring to the findings of this study that is teaching a variety of Toraja languages can improve both changes in attitudes, activity, attention, and motivation of students in completing assignments, it is recommended that schools in Toraja, especially at the elementary level, re-organize local language subjects in their schools. Each. Thus, the Toraja culture, namely the variety of the Toraja language, remains sustainable.

#### 4. CONCLUSION

There was an increase in both changes in attitude, activity, attention, and motivation of students in completing assignments. These changes can be seen in The presence and attention of student learning increases. Regarding students' attitudes, this research revealed that the courage or enthusiasm of students in answering teacher questions was increasing.

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