



# The role of the teacher in improving the skills of the Aksara Lontarak Makassar

**Hamriani**

SMP Negeri 21 Makassar, Makassar, South Sulawesi, Indonesia

\* Correspondent Author: [hamriani77@guru.smp.learning.id](mailto:hamriani77@guru.smp.learning.id)

## ABSTRACT

The Aksara Lontarak Makassar is a regional language that is difficult for students to understand. This is because Makassar City is an area that has different languages such as: Makassar language, Bugis, Mandar and other languages. This study aims to describe the role of teachers in improving the skills of the Aksara Lontarak Makassar. This research use descriptive qualitative approach. The results of the study show that teachers have a role to teach students to write and read the Aksara Lontarak Makassar using appropriate learning methods and media.

**Keywords:** Teacher; Aksara Lontarak; Student Skills; Local language

## 1. INTRODUCTION

The development of the world of education is currently growing rapidly. This also has an impact on the world of education, one of which is in learning regional languages. Regional languages have a function as a communication tool. Communication tools consist of oral communication and written communication. Communication can be mastered if someone has skills in language. Language skills consist of listening, speaking, reading and writing. Sadhono (2012: 3) states that in the use of language there are four basic language skills, namely listening, speaking, reading and writing. The acquisition of language skills, usually through an orderly relationship; at first in childhood learn to listen then learn to speak, after that learn to read and write. The four skills are basically a unit, a single chess. These abilities can be honed when they start entering the education level. One of them is the ability to write. According to Suparno and M. Yunus (2003:3) found that writing is an activity of delivering messages (communication) using written language media. Translating sounds into written symbols.

The ability to write in low grade (first grade) is called starting writing. Beginning writing has an important role to be mastered by students, because early writing will help students communicate in writing (Hamriani & Garim, 2016). According to (Willis, 2021) that initial writing is the ability to use written language patterns to express an idea or message. Early writing learning is productive. Beginning writing must be considered carefully, especially in elementary education. According to (Keen, 2017) writing the beginning is a provision for students to learn other basic competencies in Indonesian subjects and other subjects. Beginning writing helps support mastering other subjects through writing.

Good starting writing skills help students in facing the 21st century which emphasizes that they must be innovative and creative. According to (Tahar et al., 2011) the goals of education in the 21st century are; 1) preparing people in a world of ups and downs, dynamic, unpredictable, 2) creative behavior, 3) freeing unique individual intelligence, and 4) producing innovators. The teacher's role in early writing learning is very important to foster creative power for students.

Teachers need methods or techniques to help their students to be able to write well. Likewise, in learning regional languages, especially the Aksara Lontarak Makassar. Based on the results of field observations, researchers found that students had not mastered writing and reading well, one of which was because they had not memorized letters well. In addition, not all students master the local language because they have family backgrounds from various regions that have different languages such as: Makassar, Bugis, Mandar and other languages. Therefore, a strategy is needed for teachers to make students able to improve their writing and reading skills in the Aksara Lontarak Makassar.

## 2. METHOD

This study uses a qualitative descriptive approach that has natural characteristics as a direct data source. Data analysis in qualitative research is carried out before entering the field, while in the field, and after finishing in the field. The process begins by reviewing all available data from various sources, namely through interviews, observations and documentation.

The data from this research are in the form of interviews and documentation. Source data obtained from key informants with snowball sampling. The research subjects were principals and first grade teachers at the junior high school level in Makassar City. Data collection techniques using observation, interviews, and documentation. (Miles et al., 2014) data analysis techniques consist of: (1) data collection, (2) data reduction, (3) data display, and (4) drawing conclusions or verification.

## 3. RESULT AND DISCUSSION

### 3.1. Result

The teacher's role as an educator, parent, as well as a friend for students asks him to always follow developments. The teacher's role in helping students to realize writing skills is very important. Teachers want to accompany their students from recognizing letters, understanding letters, memorizing, to being able to write these letters into writing symbols.

Teachers have special ways to train their students to be able to write well. The teacher learning process in Makassar City uses the right media and methods, so that students can easily learn to write beginning. The method used in learning to write beginning is using the SAS method. Structural Analytic Synthetic (SAS) is one method that can be used in learning to write beginning.

Students who are not yet proficient at writing and still spelling letters and distinguishing letters require special attention second after students who have not memorized letters. The teacher begins to train students to read word by word and then immediately pours it into written form. Middle school teachers in dealing with this problem use letter cards. Letter cards make it easier for students to learn to write early. Through the media of letter cards, many students are able to understand letters and their shapes, so that it is easier for students to assemble syllables, words and become sentences read the Aksara Lontarak Makassar.

There are writings that go up and down or cannot be straight with the book line, because when writing on the blackboard the teacher does not use a lined board. First grade students have one of the characteristics of imitation. Students will imitate what is written by the teacher and how the form of the writing. The teacher must be careful in teaching beginning writing. The teacher overcomes this problem by giving a lined book which is usually used for smooth writing read the Aksara Lontarak Makassar.

### 3.2. Discussion

The teacher's role as an educator, parent, as well as a friend for students asks him to always follow developments. The role of the teacher based on PP No. 19 of 2017 teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

21st century teachers are required not only to be able to teach and manage classroom activities effectively, but also to be able to build effective relationships with students and the school community, use technology to support improving the quality of teaching, and reflect and improve their learning practices continuously. Darling in Andriani, 2010:78). As knowledge develops, the teacher's role becomes dominant in growing, honing and training students to acquire the skills that students want to master. One of the skills that must be mastered by students is the basic writing skill. Beginning writing skills include skills contained in the 21st century called literacy.

The teacher's role in helping students to realize writing skills is very important. Teachers want to accompany their students from recognizing letters, understanding letters, memorizing, to being able to write these letters into written symbols. Creative teachers will grow creative students as well. The

teacher's role in teaching beginning writing must be really careful, because in the first grade what the teacher conveys will still be embedded in their brain memory.

Teachers have special ways to train their students to be able to write well (Niswaty et al., 2017; Saggaf et al., 2017). The teacher's learning process uses the right media and methods, so that students can easily learn to write beginnings. The method used in learning to write beginning is using the SAS method. Structural Analytic Synthetic (SAS) is one method that can be used in learning to write beginning. The teacher uses the stimulation of pictures and real objects to explore the language of students. The teacher asks to copy the writing that has been drawn, the results are separated into syllables and broken down into letters. The use of this method many students are enthusiastic in learning, because students do not feel bored. Relevant research in accordance with this method is the research conducted by (Allison, 2012) the application of the SAS method can improve students' writing skills as evidenced by the first cycle reaching 50.00% and classical learning completeness reaching 33.33%, classical absorption reaching 78.88% in cycle II and classical learning completeness reaching 100%.

Students who are not yet proficient at writing and still spelling letters and distinguishing letters require special attention second after students who have not memorized letters (Bara et al., 2016; Hamriani & Garim, 2016; Mayer et al., 2020). The teacher begins to train students to read word by word and then immediately pours it into written form. The teacher in dealing with this problem uses letter cards. Letter cards make it easier for students to learn to write early. Through the media of letter cards, many students are able to understand letters and their shapes, so that it is easier for students to assemble syllables, words and become sentences (Kustiawan, 2017; Ulfah et al., 2020; Widayana et al., 2020). This is in accordance with research conducted by (Mayer et al., 2020) that the use of letter card media showed increased initial writing results compared to before the use of letter card media. This increase can be seen from the results of the initial writing test between cycle I and cycle II. In the first cycle, the average class result was 62.92 in the sufficient category. After taking the action in the second cycle, the class average was 82.13 in the good category or an increase of 18.75 or 30.27%.

There are writings that go up and down or cannot be straight with the book line, because when writing on the blackboard the teacher does not use a lined board.

First grade students have one of the characteristics of imitation. Students will imitate what is written by the teacher and how the form of the writing. The teacher must be careful in teaching beginning writing. The teacher overcomes this problem by giving a lined book which is usually used for smooth writing.

#### 4. CONCLUSION

Based on the exposure found in the field regarding the role of the teacher in early writing learning, it was found to foster students' initial writing skills and be able to face the 21st century and the role of the teacher in learning. Teachers have a special way to train their students to be able to write well. The teacher's learning process uses the right media and methods, so that students can easily learn to write beginnings. The method used in learning to write beginning is using the SAS method read the Aksara Lontarak Makassar.

Students who are not yet proficient at writing and still spelling letters and distinguishing letters require special attention second after students who have not memorized letters read the Aksara Lontarak Makassar. The teacher begins to train students to read the words and then immediately pours it into written form. The teacher in dealing with this problem uses letter cards. The teacher gives the usual lined book for smooth writing to students whose writing results cannot be straight, as well as to students whose writing results cannot yet distinguish the height and low of each different letter read the Aksara Lontarak Makassar.

Based on the results and discussion of the research that has been carried out, there are several suggestions for further researchers to further examine teachers to always pay attention to the abilities of their students and the skills possessed by students. Knowing the skills of students, teachers are easier to direct their students. Teachers should always use both methods and learning media that are in accordance with learning so that students are bored in learning. Do not forget that to always keep abreast of existing developments, so as to prepare students to face these developments.

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