Indigenous Wisdom-Based Literature at Buru Island: Situation and Need Analysis for Developing Indonesian Teaching Materials

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Abstract
The study of language and literature today are inseparable. Unfortunately, the phenomenon of Indonesian learning in junior high schools is in a hesitant position due to the lack of formulating literature as teaching material including indigenous wisdom-based literature that can threaten the extinction of indigenous literature. At Buru Island, literature learning is integrated into Indonesian subjects, but the teachers there are more focused on teaching language using general literature rather than indigenous wisdom literature. Therefore, this study aimed to explore the situation and needs analysis of the indigenous wisdom-based literature in teaching Indonesian language at Buru Island. To achieve the objectives of the study, the
researchers employed Research and Development (R&D) applying Borg and Gall’s steps. This method has certain procedures for the information collecting data related to the situation and needs analysis of 350 junior high school students through questionnaire distribution, interview, and observation toward the process of Indonesian teaching in the classroom. The situation of learning literature in the study involved (1) the law of local content learning, (2) curriculum, (3) syllabus, (4) lesson plan, (5) coursebooks, (6) teachers’ competence, and (7) stakeholders’ concerns, while, the students’ need analysis involved (1) current ability and interest in literature, (2) feedback of students’ ability and interest in literature, (3) literature skills priority, (4) learning style, (5) literature learning facilities and infrastructure, (6) literature materials on indigenous wisdom, (7) coursebook of indigenous wisdom-based literature, and (8) learning approaches and strategies based on indigenous wisdom. The result shows that there were still many shortages in implementing of indigenous wisdom-based literature learning in junior high schools, so students’ ability and interest were lack. Therefore, the situation and need analysis becomes very important to be explored and to be a consideration in designing course books in indigenous wisdom-based literature for the future.

Keywords: Literature; indigenous wisdom; situation and need analysis; Indonesian subject; and Buru Island

Introduction

Concerning Law Number 20 of 2003 about the National Education System in Indonesia mandates the development of the ability and formation of the character of students, as well as the dignified civilization of the nation in order to educate the nation's life. Based on the law, the purpose of the national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, knowledge, and capability, be creative and independent, become democratic citizens, and are responsible. If examined properly about the law mandate and the national education objectives, education in Indonesia is closely related to character education. One way of character education can be implemented is through literature learning. Character education is recognized as necessary for preparing the country's future generations (Halimah et al., 2020), while literature contains specific messages and values that help students attain intellectual, emotional, and spiritual maturity so that literature as a learning medium can transfer the desired values to students (Muassomah et al., 2020) and schools as a component of character building have an important task in inculcating morals, ethical values, noble character, and strong and tough characters (Aningsih et al., 2022).

The phenomenon of literature learning in Indonesia in formal education units is integrated into Indonesian learning, either at the elementary, junior high school, senior high school, or vocational school levels. This makes the existence of literature learning inseparable from language learning. By uncovering the current practices and convictions with respect to the incorporation of literature in language classrooms, literature can improve and upgrade foreign language learning (Ahmad, 2021); learning language through literature played a significant role in developing the language skills (Ashrafuzzaman et al., 2021); hence literature becomes a potential tool for language teaching approach (Darmawati, Rahman, & Halim, 2020).

Based on the basic competencies of Indonesian teaching and learning, Indonesian textbooks are prepared with aims that students have comprehensive Indonesian language competence for various purposes in the context of social, human, and community activities. Language plays a key role in developing personal, group, national, and human identities (Warahmah, 2022). In fact, such activities that are designed in textbooks which hopefully help students to develop their language competencies are really needed in real life. The main concept of textbook development is genre-based, which is interpreted as a type of social activity that has a peculiarity of the way of expression and the peculiarities of linguistic elements. This is a creative
work which directly reflects the learning experiences (Berberich & Booker, 2023). This is also a new way of looking at Indonesian learning as well as concern the implementation of independent curriculum in Indonesian subjects.

In preliminary research on teaching and learning of Indonesian subjects at Buru Island, it is obtained an initial assumption that the implementation of Indonesian subjects in schools, students there prefer mastering language learning materials rather than literature learning materials. Consequently, students there are lack of literature knowledge due to the minimum of literature teaching materials in the learning process. According to Belete & Mussa (2021), literature materials are important to facilitate the students’ learning classes, but the fact raised the difficulties of learning with literary texts, such as unfamiliarity with the cultures from texts, lack of interest, lack of reading experience, and students’ limited vocabulary. Besides, teachers were not regularly practicing literary texts due to teachers’ lack of pedagogical skills, students’ lack of interest to learn literary texts, and the difficult nature of the literary texts (Degwale & Gashaye, 2020). In addition, the phenomenon of language and literature learning sometimes shows a disharmonious relationship, while Carolin (2022) said that literary texts must enhance the learning of literature and must be in harmony with the students’ interests. It is a vital that in teaching literature, culture, social background, and historical of the literary text must be provided.

Educational needs often cause language learning to take over the literature learning space, but at the same time, literature has become one of the most popular contextual learning references for language learning. Literary texts are usually used as examples of linguistic phenomena in Indonesian subject matter. Many experts have researched the role of literature in language learning. Language skills and language areas incorporated in the literary texts focused more on developing reading and speaking skills (Degwale & Gashaye, 2020). Short stories as an effective and essential tool for developing reading comprehension as well as other language mastery skills (Barzani, 2020). The usage of literary style is an important part of teaching and learning, such as drama and poetry represented the culture at the basis of the taught language (Sachrová, 2021), named authentic materials in teaching language (Darmawati, 2011). Literature establishes a realistic theoretical foundation for ethical criticism, gives a valuable scientific spirit, and provokes students to reflect on and re-examine the functions of literature with an open mind more realistic (Di & Faliang, 2021). Literature contributes to the development of the students’ intercultural competence as they are given access to other perspectives which simultaneously encourages to reflect on their own life-world (Eide et al., 2023). Integrating technology with the teaching of literature helps students achieve learning outcomes as a paradigm shift (Alfaruque et al., 2023). The use of literature in the classroom enhances students’ linguistic skills in a beneficial way and encourages students to develop their diverse skills (Isariyawat et al., 2020; Syafiqsa et al., 2023). Most experts found that literature is very beneficial to be included in language teaching.

Different things are found at Buru Island where literature learning that is integrated into Indonesian materials is still seen as difficult for students to understand. The temporarily identified causes are that literature teaching materials in textbooks are in general based on the applicable national curriculum and there is no content of indigenous literary material containing social activities of Buru community which can make students easier to learn and understand. This shows that a new perspective on Indonesian learning has not yet been achieved. Thus, the development of literature teaching materials in Indonesian textbooks based on the learning situation and the needs of students is one of the Indonesian learning problems at Buru Island. The learning situation refers to all elements behind language and literature learning, while the needs of students refer to everything needed by students in order to support the better and maximum of language and
literature learning. In line with learning situation, previous investigation through programs, such as massive open online courses or MOOCs (Yu et al., 2021), augmented reality (Zhao et al., 2021), industry (Xiajie, 2021), can help students understand their learning; the traditional teaching method makes it difficult for teachers to learn about each student's learning situation (Xu et al., 2021; Cardoso et al., 2023); learning situations involve both in-out classroom activities (Ruiz-Calleja et al., 2023). Related to the needs of students, Manzano-León et al. (2021) stated that education has a potential impact on the academic performance, commitment, and motivation of students which implies their need to expand the needs of students when learning. Later on, provide preliminary evidence of teaching can affect the students’ needs and what teacher want to teach (Madigan & Kim, 2021), while the process of students’ needs analysis is important to be done as a basic of developing module or book course (Sakkir et al., 2021).

To overcome the problem of unavailability language and literature teaching materials that involve indigenous content at Buru Island, the development of contextual teaching materials based on indigenous wisdom of Buru community is needed. The development of literature teaching materials based on indigenous wisdom is expected to be an alternative solution to increase students' understanding of literature with the indigenous wisdom of Buru community. It is in accordance with Suprapto et al., (2021) who mentioned the issue of Indonesian curriculum reform in policy and indigenous wisdom. The existence of indigenous wisdom means to realize the goals and functions of character education that is very relevant to the values of Pancasila (Yuliatin et al., 2021); learning with indigenous wisdom oriented to socio-scientific issues significantly impacts students’ conceptual knowledge and environmental literacy (Lubis & Darmawati, 2023; Laila et al., 2021; Muhammad et al., 2022); indigenous wisdom based learning plays an effective role in developing the cognitive, affective, and psychomotor skills of students (Sukadari et al., 2020); indigenous wisdom e-books should better adapt to the learning style of Generation Z, who prefer visuals and hands-on experiences to reading texts (Saripudin et al., 2022; Husnia et al., 2023); animation learning media based on indigenous wisdom in online is an effort of active, creative and innovative role in online language learning (Bulkani et al., 2022); indigenous wisdom must be maintained for the sustainability of tradition, good habituation can arise if the school implements positive discipline and commitment to carry out character education in accordance with indigenous wisdom (Hermino & Arifin, 2020); and teaching character education based on indigenous wisdom could be conducted by integrating values and aesthetics in the course, internalizing positive values to students, habituation and training, providing example and model, creating characterized-situation based on indigenous wisdom, and civilizing (Hidayati et al., 2020). Particularly in developing language teaching material based on the heterogeneous of Indonesian indigenous wisdom, Hasibuan et al. (2021) has been developed fairy tales in Padang Lawas Regency, Hidayat & Yakob (2019) for Acehnese folklore in Aceh Province, Mujiwanto et al. (2021) for Pati wisdom in Java, and Nln et al. (2021), Alim et al. (2022) for Nias folklore in Sumatera.

From these studies, it can be concluded that the development of literature teaching materials based on indigenous wisdom in Indonesian subjects is very beneficial for students. The development of literature teaching materials based on indigenous wisdom is one way to educate students about the wealth of regions with indigenous wisdom. At Buru Island, the development of literature-teaching materials based on indigenous wisdom has never been carried out, particularly the materials due to the background of learning situation and needs of students. Therefore, these two things are the main considerations for researchers to develop literature teaching materials based on indigenous wisdom at Buru Island. Before going to the developing stage, the researchers previously explored the learning situation and the students’ needs toward the literature-teaching
materials based on indigenous wisdom at Buru Island. Therefore, the purpose of this study is to explore the learning situation and the students’ needs in the context of developing literature-teaching materials based on indigenous wisdom at Buru Island.

**Research method**

**Research design**

This research essentially develops literature teaching materials based on indigenous wisdom for junior high school students at Buru Island, so this research applies the research and development (R&D) methods and trial cycles. One of the initial stages of this research is based on the collection of information including analysis of learning situations and students’ needs for textbooks to be developed. As an initial stage of developing teaching materials, researchers, at first, conducted a qualitative inquiry in exploring the learning situation and needs of students as a basis to produce an indigenous wisdom literature material of Buru Island. According to Creswell, J.W. (2018), qualitative research tends to find data in the field of the site where the participants experience the issue under study.

**Site and objects of the research**

This research was conducted at Buru Island, namely Buru Regency, Maluku Province. Buru Regency becomes a priority considering the indigenous wisdom content of the district has never been observed for education. Moreover, literary works at Buru Regency have not received attention to be designed as teaching materials in schools so teachers also teach literature monotonously according to the package of national textbooks. By the research, literary works at Buru Regency have a golden opportunity to be included in education, especially for the seventh grade of junior high school students. Another consideration of Buru Regency is to develop literature teaching materials based on indigenous wisdom as research products to build the educational dimension of Indonesian language and literature from eastern Indonesia.

The situation of learning literature based on indigenous wisdom is generally carried out at Buru Regency, but the analysis is limited to 3 schools involving students as objects of the research. Especially for students, researchers select and assign those who are in the seventh-grade of 2022/2023 academic years as respondents, and they are the beginner learners on secondary level. The details of the research object can be seen in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>School Name</th>
<th>Respond</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students</td>
<td></td>
<td>350</td>
</tr>
<tr>
<td></td>
<td>SMP Negeri 1 Namlea</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMP IT Tunas Bangsa</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTs Miftahul Khair</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teachers</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>SMP Negeri 1 Namlea</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMP IT Tunas Bangsa</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTs Miftahul Khair</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Stakeholders</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SMP Negeri 1 Namlea</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SMP IT Tunas Bangsa</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MTs Miftahul Khair</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
The respondents in table 1 were selected and determined by the researcher purposively, including these schools are seen as representative of junior high schools or equivalent at Buru Regency.

Research instruments

In this study, researchers collected data through research instruments in the form of observation guidelines, questionnaires, and interview guidelines. The observation guidelines are used to obtain data on the situation of learning literature with indigenous wisdom at Buru Island, while a questionnaire is used to obtain data on students' needs for literature teaching materials based on indigenous wisdom. The questionnaire in this research was used as the main instrument to get the data on students' needs for literature teaching materials based on indigenous wisdom at Buru Island while the interview was only used to clarify the information gotten from the questionnaire. All the subjects were given to fill the questionnaire but only some of them were invited to take part in follow-up interviews.

The observation guidelines in this study are an instrument that is used to obtain answers to research questions about the analysis of the situation of literature learning based on indigenous wisdom for junior high school students at Buru Island. To obtain data on the learning situation, there are 16 statements in the questionnaire consisting of 16 situation domains, namely: (1) regulations on literature learning, (2) regulations on literature learning based on indigenous wisdom, (3) literature learning curriculum in schools, (4) curriculum for literature learning based on indigenous wisdom in schools, (5) syllabus for literature learning in schools, (6) syllabus of literature learning based on indigenous wisdom in schools, (7) lesson plans for literature learning in schools, (8) lesson plans for literature learning based on indigenous wisdom in schools, (9) literature textbooks, (10) literature textbooks based on indigenous wisdom, (11) teachers who have literary skills, (12) teachers who have indigenous literature skills, (13) teachers who teach literature, (14) teachers who teach literature based on indigenous wisdom, (15) school stakeholders’ concern in teaching literature, and (16) school stakeholders’ concern in teaching literature based on indigenous wisdom.

To obtain data on students’ needs for literature teaching materials based on indigenous wisdom at Buru Island, there are 20 questions in the questionnaire consisting of 11 areas of need, namely: (1) respondents’ identity, (2) current literary ability, (3) interest in learning literature, (4) feedback on literature ability, (5) priority of literary ability based on indigenous wisdom, (6) learning style, (7) facilities and infrastructure for learning literature based on indigenous wisdom, (8) literature learning materials, (9) facilities and infrastructure for learning literature based on indigenous wisdom, (10) approaches and strategies for learning literature based on indigenous wisdom, and (11) sustainability of literature learning based on indigenous wisdom. Each domain has a different number of questions and each question has different options. The choice of answers to each instrument question follows the context of the question. Therefore, each question has a different stage of assessment and analysis. Instrument questions in each domain if presented can be categorized (a) 0-50 in the low category, (b) 51-70 in the medium category, and (c) 71-100 in the high category.

To complete the data on the results of the questionnaire distribution, researchers use the next instrument in the form of interview guidance. This instrument is in the form of questions that serve to complete questionnaire data related to learning situations and the need for literature
teaching materials based on indigenous wisdom for students. The interview guidance for students consists of 14 questions corresponding to the research questionnaire.

Data collection techniques

Based on the research instruments used, researchers then carry out data collection by maximizing the use of these instruments through several data collection techniques. The data collection techniques that researchers applied to this study are as follows.

Participatory observation

Observation is a way to conduct assessments by observing all student activities directly and systematically. The observations in this study aim to determine the situation of literature learning based on indigenous wisdom in SMP/MTs at Buru Regency. Observations were made by researchers in three established schools so that researchers directly observed the phenomenon of literature learning in schools and saw the real world of research subjects. Thus, researchers when conducting participatory observations function as a source of data in research to obtain an overview of the situation of literary learning, both national and regional with indigenous wisdom. During participatory observation, researchers remain guided by the observation guidance instruments that have been stated.

Questionnaire distribution

Questionnaires are a number of written questions used to obtain information from respondents related to the research objectives to be achieved. In this study, researchers distributed questionnaires to 350 grade VII students spread across 3 selected SMP/Mts at Buru Regency, namely SMP Negeri 1 Namlea, Mts Miftahul Khair Namlea, and SMP IT Tunas Bangsa. Through the distribution of questionnaires, researchers get answers to students’ needs for literature teaching materials based on indigenous wisdom in Indonesian subjects. Thus, researchers obtain an overview of the needs of literature teaching materials with indigenous wisdom experienced by students from the results of questionnaire distribution.

Semi-structures interview

Data collection with interviews is needed to obtain more in-depth information on existing data after the distribution of questionnaires. By conducting interviews, researchers can find out the initial situation of literature learning and the needs of students for literature teaching materials with indigenous wisdom at Buru Regency. To conduct interviews effectively and efficiently, researchers use research instruments in the form of interview guidance. Interviews are conducted semi-structured based on existing instruments, then develop according to time, situation, and conditions when conducting interviews. Interviews were conducted with students, Indonesian teachers, and several stakeholders related to this study.

Data analysis techniques

Data analysis is the process of systematically searching and compiling data obtained from observations, questionnaire distribution, and interviews so that the data can be easily understood, and the findings can be informed to others. Data analysis is done by organizing data, breaking it
down into units, synthesizing, selecting important data to be studied, and making conclusions as a result of field findings.

**Results**

Literature learning situation based on indigenous wisdom

From the results of observations on the situation of literature learning in three junior high schools at Buru Island which were used as research objects, researchers found that there are still many shortcomings of facilities faced in implementing literature learning based on indigenous wisdom. This can be seen in the following table.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Facilities</th>
<th>Availability</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMP Negeri 1 Namlea</td>
<td>• Regulations on literature learning</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>SMP IT Tunas Bangsa</td>
<td>• Regulations on learning literature based on indigenous wisdom</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td>MTs Miftahul Khair</td>
<td>• Literature learning curriculum in schools</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Indigenous wisdom-based literature learning curriculum in schools</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>• Syllabus of literature learning at schools</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Syllabus of indigenous wisdom-based literature learning in schools</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>• Lesson plan for literature learning in schools</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Lesson plan for learning literature based on indigenous wisdom in schools</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>• Literature textbooks</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Literature textbooks based on indigenous wisdom</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>• Teachers who have literary ability</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Teachers who have indigenous literary skills</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Teachers who teach literature</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Teachers who teach literature based on indigenous wisdom</td>
<td>-</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>• Concern of school stakeholders in teaching literature</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>• Concern of school stakeholders in teaching</td>
<td>-</td>
<td>√</td>
</tr>
</tbody>
</table>

*According to curriculum*

*Untapped*

*There is but adapts to the curriculum*

*There is but has not done*

*Very high but haven't done yet*
Literature based on indigenous wisdom

Description: The symbol (√) indicates the availability of learning facilities and the symbol (−) indicates the absence of learning support facilities

Table 2 shows that one of the main factors that has not been implemented in indigenous wisdom-based literature learning in junior high schools at Buru Island is the absence of a (Local) Government Regulation as a legal standing that regulates local literature learning in Buru Regency. The existing curriculum is still tied to the national curriculum so that the creativity of Indonesian teachers is not maximized using the existing indigenous wisdom potential as teaching materials.

Although it has been supported by the existence of competent teacher resources in teaching literature based on indigenous wisdom, the learning tools have not existed due to the absence of regulation as a fundamental basis for developing indigenous content materials. As result, syllabi, lesson plans, and literature textbooks based on indigenous wisdom have not been existed in Buru Regency. Several stakeholders from schools, government, and regional council of Buru Regency confirmed that they are very concerned about indigenous wisdom-based literature to be taught in schools, but there has been effortless to follow it up with academic manuscripts as a condition for submitting regional regulation that can be proposed by the executive in the parliament. Therefore, the results of this study will be used as input to the local government to be followed up in the following research.

Students’ needs of indigenous wisdom literature

Data on students’ need analysis based on indigenous wisdom were obtained from the results of a questionnaire distributed to 350 students as respondents in three junior high schools at Buru Island. The following data present the students’ need of literature learning based on indigenous wisdom as follows.

**Literary ability and interests of students**

The results questionnaire measures the literary skills and interests of junior high school students at Buru Regency towards local wisdom literature learning. Data on the literary ability of students as well as their interests can be seen in the following graph.

![Literary ability, interests and importance](image)

Figure 1. Literary ability, interests and importance

Figure 1 shows that students have high literary skills in the form of dramas, novels, prose, and short stories, which range from 71%-85.2%, while students’ literary abilities in the form of roman and poetry are in the medium category, which ranges from 60.3%-66%. Then, students who
have an interest and importance in indigenous literature are in the medium category, which ranges from 57.6-63.5%. Holistically, the literary ability of junior high school students at Buru Island is high, while their interest and importance in indigenous literature is medium. After being confirmed through interviews, students stated that literature learning was very monotonous and less fun so they did not understand the material taught by their teacher. Therefore, students are less interested in learning literature and do not understand the importance of literature in their lives, including indigenous wisdom literature.

Feedback on literary ability

Data of students’ feedback on literary abilities serve to illustrate their ability to literary details that they like. Their enjoyment of literature reflects their literary abilities. Learners' feedback can also be reconfirmed to their literary abilities in general. The feedback can be seen in the following figure.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Feedback Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Drama script from Buru's folklore</td>
<td>68.3</td>
</tr>
<tr>
<td>Drama script from indigenous language drama</td>
<td>63.6</td>
</tr>
<tr>
<td>Indigenous language drama</td>
<td>63.5</td>
</tr>
<tr>
<td>Short Story</td>
<td></td>
</tr>
<tr>
<td>Short story performance</td>
<td>69</td>
</tr>
<tr>
<td>Write short story</td>
<td>75</td>
</tr>
<tr>
<td>Read short story</td>
<td>78</td>
</tr>
<tr>
<td>Listen short story</td>
<td>78</td>
</tr>
<tr>
<td>Roman</td>
<td></td>
</tr>
<tr>
<td>Write heroic stories</td>
<td>70</td>
</tr>
<tr>
<td>Read heroic stories</td>
<td>74</td>
</tr>
<tr>
<td>Listen heroic stories</td>
<td>73</td>
</tr>
<tr>
<td>Novel</td>
<td></td>
</tr>
<tr>
<td>Play roles based novel</td>
<td>57.5</td>
</tr>
<tr>
<td>Read novel</td>
<td>69.8</td>
</tr>
<tr>
<td>Write novel</td>
<td>56.7</td>
</tr>
<tr>
<td>Listen novel</td>
<td>68.2</td>
</tr>
<tr>
<td>Prose</td>
<td></td>
</tr>
<tr>
<td>Practice prose</td>
<td>56.5</td>
</tr>
<tr>
<td>Read prose</td>
<td>68.2</td>
</tr>
<tr>
<td>Write prose</td>
<td>60</td>
</tr>
<tr>
<td>Listen prose</td>
<td>64.8</td>
</tr>
<tr>
<td>Poetry</td>
<td></td>
</tr>
<tr>
<td>Poetry competition</td>
<td>57.6</td>
</tr>
<tr>
<td>Present a reading of poetry</td>
<td>68.2</td>
</tr>
<tr>
<td>Write poetry</td>
<td>64</td>
</tr>
<tr>
<td>Read poetry</td>
<td>64.1</td>
</tr>
<tr>
<td>Listen poetry from the teacher</td>
<td>70.7</td>
</tr>
</tbody>
</table>

Figure 2. Literary ability feedback

Figure 2 shows that students prefer to listen, read, and write short story (75%-78%), listen, read, and write heroic story (70%-74%), and listen poetry read directly by the teacher (70.7%). The feedback on the ability of students in other types of literature is in the medium category, which ranges from 56.5% to 69.8%. Thus, the literary ability of junior high school students at Buru Island is generally classified as medium and none of them are classified as low. Based on confirmation through interviews, students stated that they were happy with the presentation of poetry readings, reading prose, reading novels, reading short stories, and staging indigenous language dramas. However, such activities are found at the celebration of holidays at school and in their neighborhood. This shows that the literary skills of junior high school students at Buru Island are more obtained and implemented outside of class hours.

Priority of literary skills based on indigenous wisdom

The priority of literary skills based on indigenous wisdom needed by students still revolves
around reading and acting out literary works in performances. This can be seen in the following figure.

![Figure 3. Priority of literary ability](image)

Figure 3 shows the priority of literary skills based on students’ indigenous wisdom. Based on the data, the priority of students’ needs of indigenous wisdom-based literary skills includes (a) demonstrating poetry reading based on indigenous wisdom in the form of performances (74%), (b) reading poetry based on indigenous wisdom (70.1%), (c) reading indigenous heroic stories (70.6%), (d) reading short stories based on indigenous wisdom (75.9%), and (e) acting out drama based on indigenous wisdom (72.4%). These five terms show that the priority of literary skills based on indigenous wisdom literature of junior high school students at Buru Island is high. The high priority of literary ability is emphasized by the results of interviews. Based on the interview, students expressed their pride to be able to read and perform literary works at certain events, both held by schools, neighborhoods, and organized by regional and provincial governments.

**Learning style**

Data below mentions the needs of students related to the learning styles in learning literature based on indigenous wisdom. They basically need books as a guide to learn. The learning styles needed by learners in detail can be seen in the following figure.

![Figure 4. Learning style](image)
Figure 4 shows the learning styles required by junior high school students at Buru Island. The results showed that they needed books to read literary works (70.3%), they had a curiosity about indigenous literary works by asking teachers or parents (72.4%), they opened communication with teachers who taught literature (72.4%), they did literary assignments given by their teachers (72.4%), they watched videos of literary works through TV and Youtube (72.5%), and comprehensive teacher explanations before instructing learners to work on assignments and presentations (76.4%). Based on confirmation through interviews, students generally state that there is no handbook in learning literature, teachers do not explain the material well and only give assignments so that they do not understand the material they have to do, and lack of media that can motivate them in learning literature.

Facilities and infrastructure for learning literature based on indigenous wisdom

From questionnaires, analysis of students’ needs about indigenous wisdom-based literature learning facilities and infrastructure can be seen in the following figure.

Figure 5. Learning infrastructure

Figure 5 shows the learning facilities and infrastructure needed by junior high school students at Buru Island. They generally need literature textbooks based on indigenous wisdom (73.8%), the textbooks are accompanied by student worksheets (72.6%), they need demonstrations and performances of literary works learned at every meeting (72%), they do not mind the teachers who teach them in literature learning, both male teachers (73.2%) and female teachers (72%), and the literature material taught needs to be online (74%), like on Youtube, Tiktok, and others alike.

From the interviews, students generally stated that they did not have literature books based on indigenous wisdom, and teachers were less sensitive to students who did not provide opportunities for them to practice and perform literature, and the lack of online-based literature learning media. They trigger a low interest in learning literature, including literature with indigenous wisdom.

Literature learning materials based on indigenous wisdom

In learning literature based on indigenous wisdom, the material needed by students can be presented in the following figure.
Figure 6. Literature learning materials

Figure 6 shows the teaching materials needed by junior high school students at Buru Island. Based on questionnaire, students need indigenous literary materials for the present (71.3%) and talent development for their future (79.4%), they need literary materials that can develop indigenous literary works as indigenous culture (71.4%), they need national literature materials (70.4%) and indigenous literature (74.4%), they need literary materials that can help to improve their reading skills (71%), and their ability of literary works (70.4%). Based on the results of interviews, students confirmed that they did not know enough about the literature learning curriculum, even they wanted to be able to follow or adapt existing literature learning in schools with indigenous wisdom literature.

Literature textbooks based on indigenous wisdom

The form of literature textbooks based on indigenous wisdom needed by students based on the analysis of their needs can be presented in the figure as follows.

Figure 7. Literature teaching text book

Figure 7 shows the need for literature textbooks based on indigenous wisdom for junior high school students at Buru Island to be able to attract their attention in learning is high, as evidenced by the overall percentage being at a high number. Especially the analysis of textbooks that students need literature textbooks (82%) and literature textbooks based on indigenous wisdom (83%), the book should have a colorful book cover (80.5%), the book contains indigenous prose
(82%), indigenous short stories (88.1%), indigenous roman (82.5%), and indigenous drama (80%);
contains samples of indigenous literature (86%), exercises (85.1%), and answer keys (85%); and
books come with indigenous literature learning videos (84%). Through interview confirmation, it
is explained by learners that they also need visualization of the literary works taught so that it is
easy for them to understand and demonstrate literature in performances.

Approaches and strategies for learning literature based on indigenous wisdom

From the analysis of students' need about approaches and strategies for learning literature
based on indigenous wisdom, it can be seen in the figure below.

![Figure 8. Learning approaches and strategies](image.png)

Figure 8 shows that students need the creation of a classroom environment that is active in
literature (70.3%), studying indigenous and national literature simultaneously (73%), practicing
literary works in front of the class (76%), studying indigenous literary content (79%), and requires
national and local literature (71%). Based on the results of confirmation through interviews,
students stated that they needed national literature as a comparison with indigenous literature so
that they also did not miss national literature lessons in accordance with the curriculum.

Discussion

The results of the study found that one of the main factors in the lack of implementation of
local wisdom-based literature learning for junior high school students at Buru Island is the absence
of Regional Regulations as a legal standing that regulates literature learning based on indigenous
wisdom. Consequently, the applied curriculum in the schools is still tied to the national curriculum
which leads teachers to teach monotonously as well as mentioned by Xu et al. (2021) that the
traditional curriculum makes difficult for teachers to learn about each student's learning situation.
This makes teachers of Indonesian not brave and indifferent to indigenous literature. Their
creativities do not appear to develop indigenous potential as teaching material in schools, even
though they are competent in learning literature and maximizing the beneficial of literature in
teaching (Eide et al., 2023; Alfaruque et al., 2023; Isariyawat et al., 2020), and Syafiqa et al.,
2023). Although it has been supported by the existence of competent teacher resources in teaching
literature, including literature based on indigenous wisdom, it has not been utilized properly by
schools, including the syllabus or lesson plan, due to the absence of legal standing and will be
followed up in the following research.

Another finding is that students’ proficiency in prose, roman, and short stories plays is very
high, while their interest and importance in studying literature in the medium category ranged. As
a result, students who are less interested in learning literature ignore the importance of literature
in their lives because they are unfamiliar with the cultures from texts, lack of interest, lack of

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reading experience, and limited vocabulary (Belete & Mussa, 2021). For the priority of indigenous wisdom-based literary skills possessed by students, it is to read poetry based on indigenous wisdom, demonstrate poetry reading based on indigenous wisdom in the form of performances, read stories of local heroism, read short stories based on indigenous wisdom, and act out dramas based on indigenous wisdom. In line with learning by indigenous wisdom, it significantly impacts students’ conceptual knowledge and environmental literacy (Lubis & Darmawati, 2023; Laila et al., 2021; Muhammad et al., 2022). To achieve the needs of students, a literary text based on indigenous wisdom containing indigenous stories of the Buru people is needed to motivate them. This is in accordance with Manzano-León et al. (2021) which stated that indigenous wisdom-based literature text has a potential impact on the academic performance, commitment, and motivation of students which implies their need to expand the students’ needs when learning.

Students need books to read literary works, their curiosity is to ask teachers and parents, want to do assignments well, want the opportunity to watch literary videos through Youtube, and need a comprehensive teacher explanation before instructing students to do assignments/presentations. Holistically it is the basis for participants that they need literature textbooks based on indigenous wisdom accompanied by student worksheets and at every meeting there is a need for demonstration/performance of the literature studied. By seeing the students’ needs, teachers prepare and plan their well material of what they want to teach (Madigan & Kim, 2021).

At least, literature textbooks based on indigenous wisdom should be interesting for students to learn. The book is certainly needed by students with a colorful book cover containing prose, short stories, roman, and drama, contains exercises with answer keys and is equipped with indigenous literature learning videos. In addition, students need the creation of a classroom environment that is active in literature, study indigenous and national literature simultaneously, practice literary works in front of the class, require additional time in learning literature, and need national and local literatures. This is in accordance with Eide’s opinion who stated that the objectives and characteristics of teaching materials for teachers help direct all student activities in the learning process, while for students it becomes a guide in the learning process (Eide et al., 2023) and is the substance of competencies that should be learned (Alfaruque, et al., 2023).

**Conclusion**

Based on the findings and discussion, it can be concluded that teaching materials that attract the interest and attention of students in learning are teaching materials that are prepared based on the learning situation in the school and the students’ needs for these teaching materials. The both must be considered in compiling teaching material books with the hope that the objectives of learning will be achieved. Therefore, literature teaching materials based on indigenous wisdom for junior high school students of seventh grade at Buru Island will be prepared based on the results of the learning situation analysis and student needs analysis. The situation of Indonesian learning is still oriented to the national curriculum so the indigenous wisdom of the Buru community has not been included in the realm of education in schools, there is still a lack of facilities in implementing literature learning based on indigenous wisdom thus the needs of students for learning support facilities and infrastructure vary. Meanwhile, students need interesting textbooks. The literary ability needed by students is to write literature based on indigenous wisdom; want to demonstrate literary readings based on indigenous wisdom in the form of performances; like to read indigenous heroic stories, read short stories based on indigenous wisdom, act out dramas based on indigenous wisdom, listen to literature read directly by teachers, and like to listen and
read heroic stories. Thus, literature textbooks based on indigenous wisdom are certainly needed by students with attractive designs and colorful covers, containing prose, roman, short stories, and dramas completed by exercises and answer keys, even better if equipped with indigenous literature learning videos.

For future, the main thing that has not been implemented in indigenous wisdom-based literature learning in Buru Regency is the absence of Regional Regulations on developing indigenous potential in learning, including learning indigenous wisdom-based literature, so there is no legal standing for learning indigenous language and literature at Buru Island. This will be followed up in further research as a series of efforts to present literature textbooks based on indigenous wisdom for junior high school students of the seventh grade at Buru Island.

Declaration of conflicting interest
We, as the researchers, declare that there is no conflict of interest in this work.

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