



Designing Local Language Material based on Multilingual 4 in 1 in Merdeka Curriculum Implementation

Saidna Zulfiqar Bin-Tahir

Universitas Iqra Buru

saidnazulfiqar@gmail.com

Susiati Susiati

Universitas Iqra Buru

susiatiuniqbu@gmail.com

A Yusdianti Tenriawali

Universitas Iqra Buru

ytenriawali@gmail.com

Geminiastiti Sakkir

Universitas Negeri Makassar

hj.geminiastitisakkir@yahoo.com

Corresponding email: saidnazulfiqar@gmail.com

Abstract

The death of 11 of the 71 local languages in Maluku without a proper burial is a very sad thing for generations of speakers of these languages. Meanwhile, 71 other local languages are threatened with extinction. Even though there has been a Maluku province regional regulation No. 14 of 2005 and Regional Regulation No. 3 of 2009 as well as central government policies through Minister of Education, Culture, Research, and Technology regulations No. 7 of 2022 concerning the independent curriculum. These efforts, up to now, have not produced effective results, so it is very urgent to research and revitalize it based on the needs and conditions of the Maluku people, especially on the island of Buru to prevent language death and extinction. Therefore, this research aims to develop 4 in 1 multilingual-based Maluku regional language teaching materials (Buru language) in implementing the *Merdeka* curriculum in Buru Regency. To achieve the objectives of this research, the appropriate research method to employ is Research and Development (R&D) with an analysis, design, development, implementation, and evaluation (ADDIE) model design. This design shows several research stages starting with analyzing the needs of students, teachers, and stakeholders as well as analyzing the situation in 6 *Madrasah Tsanawiyah* (MTs) schools in the Buru district. The results of data analysis will be used as material to design and develop syllabi, lesson plans, and Buru language textbooks in the 4 in 1 multilingual learning model, then develop textbook products and will be implemented in the independent curriculum and evaluated through experimental tests on small, medium and large scales

Keywords: Buru language, *merdeka* curriculum implementation, multilingual 4 in 1.

Introduction,

Maluku is one of the provinces in eastern Indonesia which is characterized by an archipelagic area that has made it a multicultural, multiethnic, and of course multilingual province. There are 71 local languages with various dialects found in people's daily social interactions. Unfortunately, 11 of these 71 languages have become extinct without leaving traces that can be traced scientifically, but through word-of-mouth stories from the people who are fluent in historicization (Bin-Tahir et al, 201). Moreover, the condition of the millennial generation who is no longer able to communicate and even does not know their regional language (Tuharea et al, 2020) is a very sad thing to find a solution for.

This condition also occurs in Buru district, one of the districts in Maluku province which has 4 local languages and has lost 2 languages due to extinction. Based on a report from the Central Bureau of Statistics for Buru Regency, the population of Buru is 132,100 people. Of that population, 14,000 people know about the existence of the Buru language and only 5,000 people can communicate actively using the Buru language. This of course motivates the heirs of the language speakers to re-examine their regional languages which have become extinct or regional languages which are threatened with extinction (BPPS-Buru, 2019).

The sad condition of this is that the Maluku provincial government has issued Perda No. 14 of 2005 and Regional Regulation No. 3 of 2009 to maintain and preserve as well as facilitate regional languages as local content curriculum in schools. Apart from that, the Minister of Education, Culture, Research and Technology, Nadiem Anwar Makarim, regarding Freedom to Learn has had a big influence on learning strategies in Indonesia. This was stated in Minister of Education, Culture, Research and Technology regulations No. 7 of 2022, Decree of the Head of BSKAP No.008/H/KR/2022 of 2022, and Circular Letter No. 0574/H.H3/SK.02.01/2023 concerning the independent curriculum, learning outcomes for all levels and subjects in the independent curriculum structure as well as stages of development of Pancasila student profiles which can be used especially for projects strengthening Pancasila students. This includes language subjects, especially Indonesian, where coaching and developing Indonesian language skills will form a person who believes in Pancasila, is devoted to God Almighty and has noble character, thinks critically, is independent, creative, works together, and has global diversity (Mustadi et al, 2022).

This policy has certainly not been implemented well and still requires other supporting instruments that need to be studied scientifically. Several studies on the preservation of regional languages have been carried out to formulate learning in schools, as has been done by Hajek (2006) or the preservation of regional languages begins with internal family communication (Busela et al, 2018), but the results of this research have not been able to support the implementation of policies.

Several alternatives for preserving regional languages have also been presented by the results of previous research which have nuanced multilingual learning models that are easier and more economical to implement in schools, as has been done by Baryadi (2014) regarding the development of dual and

multilingual learning materials or multilingual learning in Islamic boarding schools (Bin Tahir, 2017), and the multilingual sequential-simultaneous teaching model (Bin-Tahir et al, 2017). However, these studies have not focused on the development of embedded-multilingual based regional language textbooks (a combination of regional language learning in Indonesian and English subjects) which are adapted to current conditions and problems currently being faced by communities that speak these endangered languages and aligned with the latest government policies and regulations, namely Minister of education, culture, research and technology regulations No. 7 of 2022, Decree of the Head of BSKAP No.008/H/KR/2022 of 2022 concerning the independent curriculum in the structure of the independent curriculum as well as the stages of development of Pancasila student profiles which can be used especially for projects strengthening Pancasila students, thus making this research very urgent for researched in providing solutions to current problems faced by people who speak endangered languages, especially in Buru district.

Several previous studies have contributed theoretically to this research, among them, Bin-Tahir (2017) has investigated the multilingual behavior of IMMIM Islamic boarding school students; It also measures students' and teachers' attitudes toward multilingual education in Islamic boarding schools (Bin Tahir, 2015); multilingual teaching and learning strategies and methods implemented by multilingual teachers (Bin Tahir et al, 2020); competency of multilingual teachers/lecturers in teaching English (Bin Tahir et al, 2016); multilingual teaching and learning models (Saidna et al, 2017); and he also measured the effectiveness of the multilingual simultaneous-sequential approach (Bin Tahir et al, 2022), in fact he has also designed and developed regional language learning in a multilingual learning model in Maluku (Saidna et al, 2017). All the results of this research contribute to continuing the research to be studied.

The issue of the regional languages extinction in Indonesia is a national issue so the Minister of Education, Research, and Technology, Nadiem Anwar Makarim launched virtually on Tuesday, 22 February 2022 the *Merdeka Learning Program Episode 17 concerning Revitalization of Regional Languages*. This needs to be done, considering that 718 regional languages in Indonesia, most of which are endangered and critical. Currently, many native speakers of regional languages no longer use and pass on languages to the next generation, so the treasures of cultural wealth, thought, and knowledge of regional languages are threatened with extinction. To overcome this case, the principles of the regional language revitalization program observed by the Minister of Education and Culture are dynamic, adaptive, regenerative, and creative freedom in the use of the language. A dynamic that is oriented towards development and not just protecting the language. Adaptive to the situation of the school environment and society he said. Regeneration with a focus on young speakers at the elementary and secondary school levels, as well as the freedom to be creative in using their language.

Therefore, this research aimed at developing ecotourism-based Buru language teaching materials with a 4 in 1 multilingual model in implementing the

independent curriculum at 6 *Madrasah Tsanawiyah* (MTs) schools in the Buru district. The specific objectives are to a) analyze the needs of students, teachers, and stakeholders and the situation in the 6 MTs schools which are specifically outlined in this article; and b) design and develop ecotourism-based Buru language textbooks with a 4 in 1 multilingual model in implementing the independent curriculum.

Research Methodology,

This research uses the Research and Development (R&D) method with the ADDIE model design (Brg & Gall, 1983) which has been modified by Anglada (2007) to identify needs and situations, design ecotourism-based Buru language teaching materials with a 4 in 1 multilingual model in implementing the independent curriculum in schools -MTs school in Buru district. The basis for using the ADDIE model is because it has systematic stages and is based on a theoretical basis for design which is arranged in a structured manner according to a systematic sequence of activities in problem-solving efforts based on the needs and characteristics of learners and the learning environment with measurable and tested design and development methods. The ADDIE model consists of five steps, namely; analysis (analyze), design, development, implementation, and evaluation.

The phases above show the importance of needs and situation analysis as a basis for designing Android-based teaching materials and applications that suit student needs and school conditions for learning the Buru language in a 4 in 1 multilingual learning model that combines 4 languages, namely Buru, Indonesian, and English. and Arabic for MTS level students with the number of respondents selected using a multi-phase sampling technique (based on the research phase) of 450 students, 30 teachers, and 10 stakeholders at six *Madrasah Tsanawiyah* (MTs) schools in four sub-districts in Buru Regency, namely; Namlea, Lilia, Wayapo, and Fenaleisela sub-districts.

Data collected employing needs and situation analysis questionnaires as well as interviews and observations have been analyzed using SWOT analysis and described based on the percentage of needs and situations and considering the strengths, weaknesses, opportunities, and threats that exist to design and develop Buru language teaching materials based on ecotourism with a 4 in multilingual model. The designed prototype is then validated by two experts in the fields of language learning and education to see the suitability of teaching materials and methods. The validation results are then revised and developed until they are valid based on the results of the validator's assessment. The valid product was then tested experimentally in a small-scale trial of 40 students in each MTs school per district, then analyzed quantitatively using SPSS version 21 and revised by the researcher to carry out trials on a medium scale with a total of 80 students on two MTs per sub-district. At the end of the evaluation at the intermediate test stage, this was followed up with a large-scale experimentation of 120 students in 3 MTs per sub-district to determine the acceptability, accessibility, and affectivity of ecotourism-based Buru

language textbooks with a 4 in 1 multilingual model that had been developed and tested.

The research stages started from planning to the publication stage in the first year to reporting. In the first year of this research, three stages of the ADDIE procedure, namely Analysis, Design, and Development (ADD), will be implemented. At this stage, the researchers have carried out several activities, namely:

- a. Planning the schedule and agenda for conducting research;
- b. Conducting observations and preliminary studies at 6 *Madrasah Tsanawiyah* (MTs) schools in Buru Regency;
- c. Preparing correspondence and research permits and carrying out FGDs;
- d. Developing research instruments (needs and situation analysis questionnaires, observation guidelines, and interview guidelines) and instrument validation sheets by experts;
- e. Determining the research objects and subjects as many as 450 students, 30 teachers, and 10 stakeholders;
- f. Distributing research questionnaires;
- g. Analyzing questionnaire results and carrying out FGDs;
- h. Conducting observations and interviews on data that has been collected through questionnaires to verify and triangulate the data;
- i. Designing Buru language teaching materials (Syllabus, lesson plan, Textbook) for learning the Buru language;
- j. Validation of product design by two experts;
- k. Revising the validated design and then developing the product to be revalidated by the two experts;
- l. Preparing syllabus, lesson plans, and textbook as samples that will be used in the trial phase.

Findings and Discussion,

Findings

The general information obtained in this section is information about the student's identity, the purpose of learning multilingual (Indonesian, English, Arabic, and Buru language), the experience of learning a foreign language, the level of their language course, the frequency of language use, the frequency of language use in academic and non-academic fields, academic activities, level of language competence, syllabus, lesson plan, textbooks, and ecotourism-based 4 in 1 multilingual learning materials suitable for MTs students.

1. Learning Needs

Learning needs consist of several domains and several indicators, namely the identity of the students themselves, foreign language learning backgrounds, interests, and needs, existing learning resources, and program continuity.

a. *Student identity and language learning background*

Statements/questions in the first part of the needs analysis regarding student identity, learning background, interests, strengths and weaknesses, and their learning style as can be explained in the Figure below.

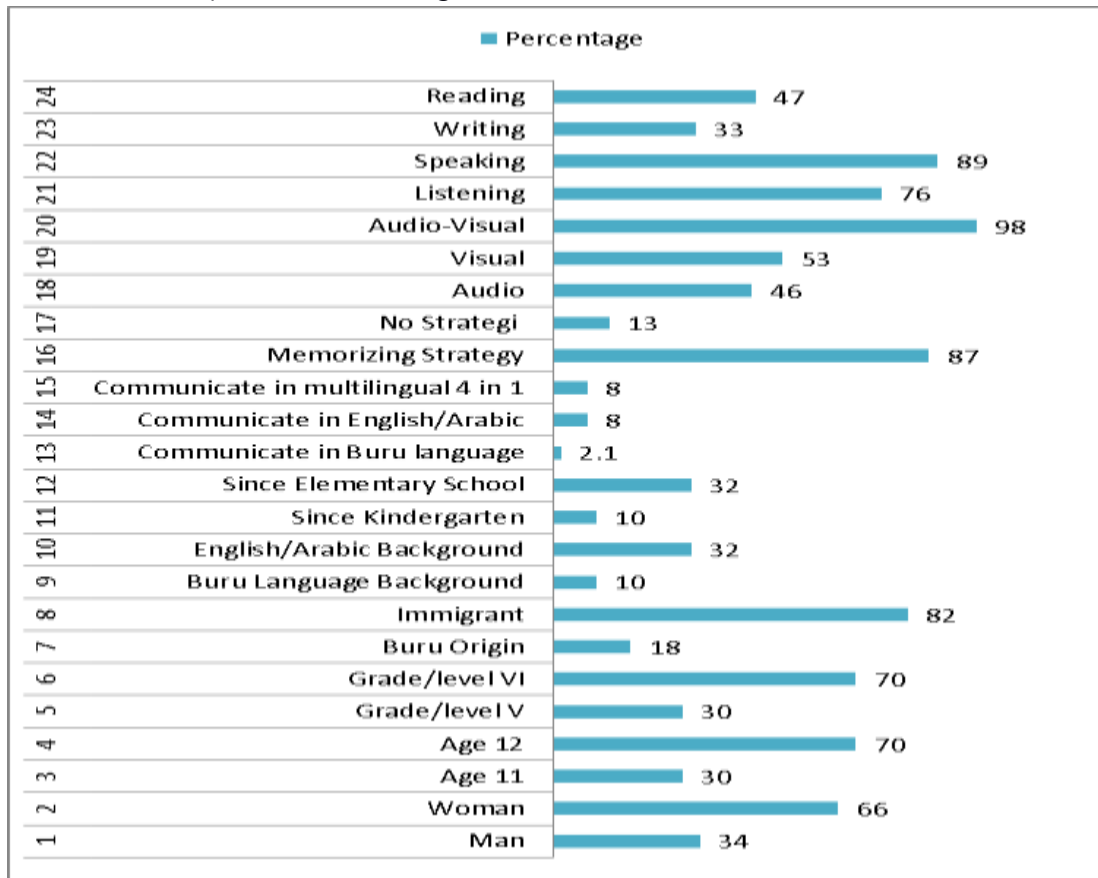


Figure 1.

Identity and Background of Multilingual Students' Learning

Figure 1 shows that the majority of students are women and they have no experience in learning either Burmese or English and Arabic (32%), most of them have experience in learning English and Arabic (10%) obtained at the previous level of their studies at elementary school and outside school. (87%) with memorizing strategies to master a foreign language by listening or speaking (89%), and they prefer the audio-visual learning style (98%). This data can be interpreted descriptively using SWOT analysis as in the following table:

Table 1.

SWOT Analysis of Students' Identity and Language Background

Internal Evaluation	STRENGTH	WEAKNESS
---------------------	----------	----------

External Evaluation	<ul style="list-style-type: none"> a. Young students who have the enthusiasm and language background to learn and master multilingualism. b. The majority of students are female, making it easier to determine methods and approaches to learning. c. The majority of students are immigrants who come from different cultures and languages, making it easier for them to master other languages. d. They are used to memorizing to improve language skills. e. Some can speak English and Buru 	<ul style="list-style-type: none"> a. There is no appropriate learning program to accommodate their enthusiasm for multilingual learning. b. There is a changing curriculum so it is difficult to determine the appropriate curriculum. c. Gender differences will reduce motivation to learn. d. The cultural diversity of students makes it difficult for teachers to apply appropriate methods. e. The students still use the old method of memorization. f. Lack of skills of students in writing and reading.
OPPORTUNITY	STRATEGY (S – O)	STRATEGY (W – O)
<ul style="list-style-type: none"> a. There is a need for the recruitment of employees who can master several languages. b. Mastering many languages will make it easier for someone to improve their knowledge. c. Opportunity to obtain scholarships and achievements. d. Opportunities to continue your studies abroad. e. Opportunities to improve relations between nations. 	<ul style="list-style-type: none"> a. Optimizing the role of existing teachers who have multilingual abilities to achieve goals. b. Adopt and adapt existing multilingual learning methods, namely multilingual embedding. c. Collaborate with related agencies to improve students' multilingual skills. d. Evaluate students' multilingual abilities 	<ul style="list-style-type: none"> a. Designing the right program to accommodate the abilities of students. b. Develop an ecotourism-based multilingual learning syllabus following the existing curriculum. c. Motivating students to prepare themselves to compete early on. d. Updating and creative to find learning methods and strategies.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
<ul style="list-style-type: none"> a. Some laws and regulations require the acceptance of employees with S1 qualifications. b. High level of foreign language skills required to continue studies at home and abroad. c. Many private schools are improving the quality of foreign language learning in their schools. 	<ul style="list-style-type: none"> a. Support students' enthusiasm for learning languages with interesting programs. b. Developing 4 in 1 multilingual textbook to improve students' abilities. c. Making students' multilingual abilities the identity and character of MTs students in the Buru district. d. Involve relevant agencies to evaluate students' multilingual skills. 	<ul style="list-style-type: none"> a. Developing a 4 in 1 multilingual learning model based on ecotourism that is suitable for improving students' 4 in 1 multilingual skills. b. Empowering existing teachers who are multilingual to teach. c. Improving the quality of teachers in teaching through training. d. Evaluate students' multilingual abilities quarterly.

Based on the SWOT analysis, it can be concluded that the potential of students to master multiple languages and their lack of strategies and methods in language learning are not well accommodated by the programs and policies of the Regional Government due to the complexity of the curriculum followed by MTs to fulfill the school's vision and mission. Therefore, researchers try to support the enthusiasm and potential of students through the mediation of students, teachers, and stakeholders to develop an attractive 4 in 1 multilingual program based on ecotourism to accommodate their potential.

b. Student Interests and Needs

Statements/questions number 25 to 35 explore students' interests and needs in 4 in 1 multilingual learning at MTs schools which includes the language they are interested in learning, foreign language learning objectives, agreement on developing a multilingual learning program, and predictions of learning achievement by participating in the 4 in 1 multilingual program This can be seen in the Figure below.

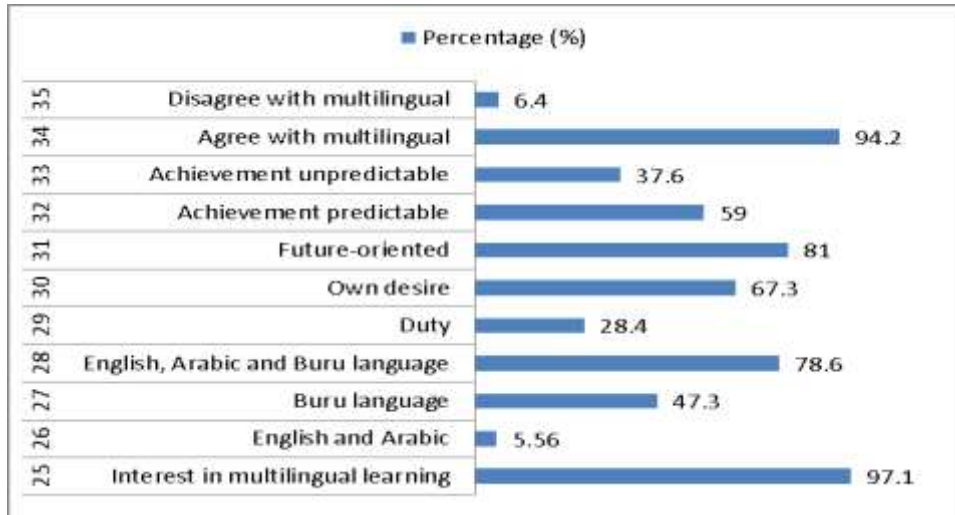


Figure 2.

Students Interests and Needs in Multilingual Learning

Figure 2 shows that all students are interested in learning 4 in 1 multilingual learning (97.1%), most are interested in learning English, Arabic, and Buru language (78.6%), they are eager to master several foreign languages based on their desires (67.3%) and they are aware of their future in mastering several foreign languages which makes them have a future orientation in learning (81%), they can predict their learning achievement through the 4 in 1 multilingual learning program (59%), and they agree with the implementation 4 in 1 multilingual learning program in MTs schools (94%). Data on students' interests and needs for the 4 in 1 multilingual learning program at MTs schools can be interpreted descriptively using a SWOT analysis as follows:

Table 2.

SWOT Analysis of Students' Multilingual Interests and Needs

Internal Evaluation	STRENGTH	WEAKNESS
	a. High interest and agreement of students in multilingual learning. b. Student orientation in multilingual learning is Future-oriented. c. Confident in the learning outcomes that will be achieved from the 4 in 1 multilingual program.	a. Multilingual learning programs have never been implemented. b. Students' interest and learning approval do not necessarily reflect their needs. c. There are variations in students' interest and approval of multilingual learning.
External Evaluation	OPPORTUNITY	STRATEGY (W – O)
	a. Creativity to implement an ecotourism-based 4 in 1 multilingual program	a. Designing attractive ecotourism-based multilingual learning

based on the needs and school environment. b. Produce multilingual students based on local languages.	multilingual learning needs. b. Organizing a 4 in 1 multilingual learning program on an ongoing basis to improve student abilities.	materials that accommodate student interests. b. Increasing teacher competence in teaching multilingualism to students.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
a. Unifying hours of language lessons in one subject b. Difficulty in managing study settings and time.	a. Coordinate with a language teacher who is competent in multilingualism. b. Rearrange the study schedule. c. Organize extracurricular.	a. Forming a team of teachers. b. Collaborate with school stakeholders. c. Evaluate the progress of the program every quarter.

Based on the SWOT analysis, it can be concluded that students' strengths in interests, needs, and confidence in mastering multiple languages are not well accommodated by school programs and policies due to the complicated curriculum followed by the school and the absence of stakeholder agreement to realize the school's vision and mission. Meanwhile, elementary schools have the opportunity to realize the interests and needs of students in mastering several foreign languages well. Therefore, researchers try to compile syllabi, lesson plans, and textbooks of interest that can accommodate and support students' interests and needs.

c. 4 in 1 Multilingual Learning Resources and Facilities

Statements/questions number 36 to 41 aimed at obtaining data about the resources available in 4 in 1 multilingual learning at MTs schools such as multilingual teachers, implementation of multilingual learning, existing materials, and supporting tools as presented in the figure below.

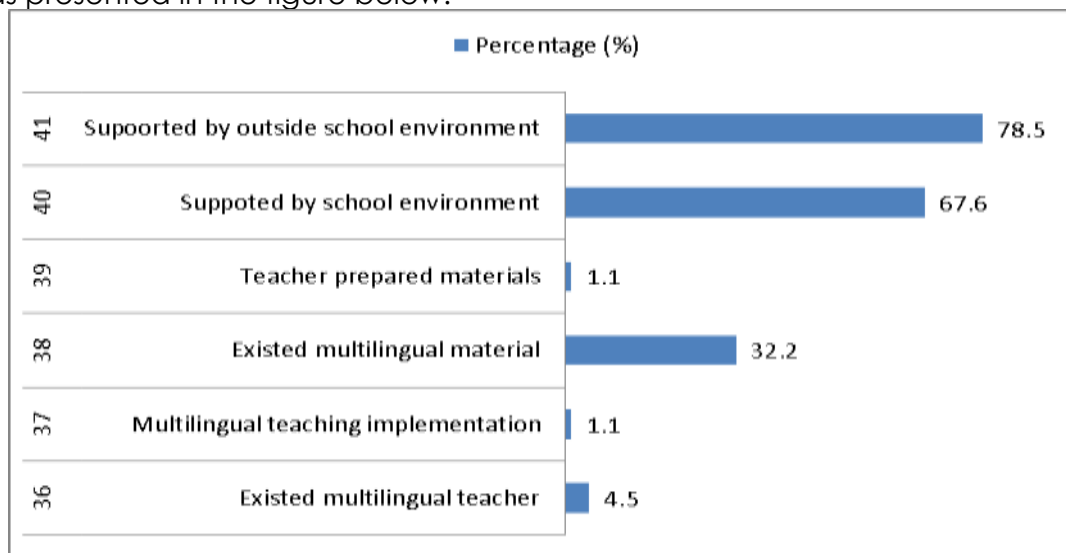


Figure 3.

4 in-1 Multilingual Learning Resources and Facilities

Figure 3 shows that all students recognize multilingual teachers in primary schools (4.5%) who apply multilingual teaching and learning (1.1%), they state that multilingual material already exists (32.2%) but after confirming their statement, what is meant by multilingual material is separation of lesson plans and books prepared by

teachers, and the MTs school environment are the main supporting tools for achieving successful multilingual learning in schools (78.5%). The data can be summarized descriptively using SWOT analysis as follows.

Table 3.
Results of the SWOT Analysis of Facilities and Facilities

Internal Evaluation	STRENGTH	WEAKNESS
External Evaluation		
OPPORTUNITY	STRATEGY (S – O)	STRATEGY (W – O)
a. Opportunity to implement a multilingual 4-in-1 program based on ecotourism well. b. Availability of learning resources for students to improve their multilingual skills.	a. Organizing group discussions and mentoring for multilingual teachers. b. Creativity to create 4 in 1 multilingual learning materials based on ecotourism.	a. Guiding multilingual teachers to apply learning methods and strategies well. b. Providing multilingual textbooks that can be applied in the classroom.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
a. There is no test to see students' multilingual abilities. b. Ecotourism-based multilingual material will be different from exams held nationally.	a. Empower multilingual teachers to evaluate students' learning abilities. b. Using existing sources and materials in compiling ecotourism-based multilingual learning materials.	a. Optimizing multilingual teacher capabilities. b. Coordinate with school stakeholders to evaluate learning outcomes. c. Adapting ecotourism-based learning materials to the school syllabus. d. Periodic evaluation.

Based on the SWOT analysis, it can be concluded that the existence of multilingual teachers, materials, and environmental support for elementary schools are not properly empowered by schools due to the complexity of the curriculum adopted by MTs schools and the absence of teachers and stakeholder creativity to realize the school's vision and mission. There is even some weakness in strength; MTs schools still have greater opportunities to manage and realize multilingual learning

through several programs and develop attractive syllabuses, lesson plans and textbooks that can accommodate multilingual learning programs.

d. Progress and Continuity of 4 in 1 Multilingual Learning

Statements/questions number 42-48 discuss the progress and sustainability of the 4 in 1 multilingual learning program in MTs schools which include the urgency of implementing multilingual learning, the place of implementation, and the intensity of implementing the 4 in 1 multilingual program as presented in the figure below.

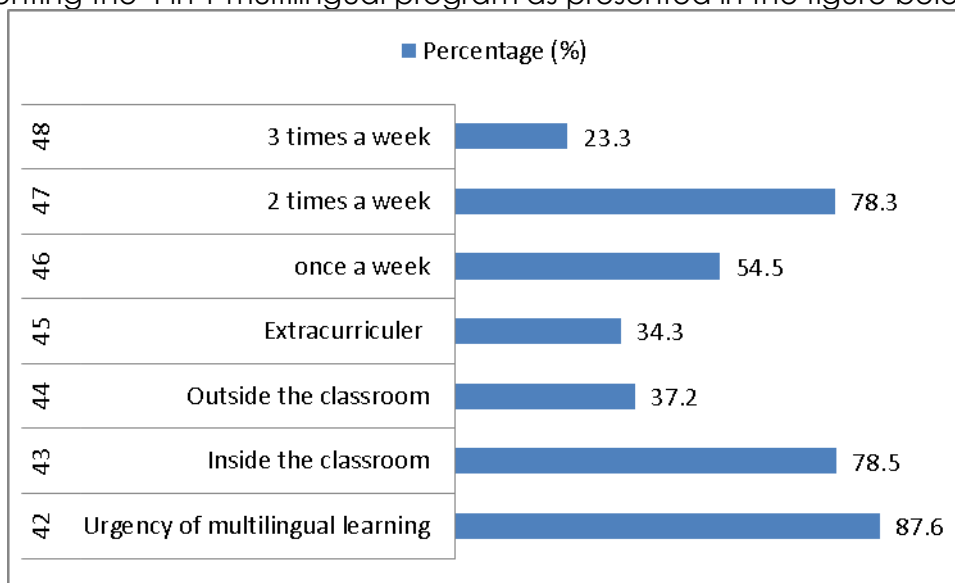


Figure 4.

Progress and Continuity of 4 in 1 Multilingual Learning

Figure 4 shows that all students feel the application of multilingual learning to achieve their goals in learning at MTs in Buru Regency (87.6%) which will mostly be carried out in the classroom (78.5%), they want to learn multilingual twice a week (78.3%). The data can be summarized descriptively by using the SWOT analysis as follows.

Table 4.

Results of SWOT Analysis of Program Progress and Sustainability

Internal Evaluation	STRENGTH	WEAKNESS
External Evaluation	a. The urgency of students' needs in ecotourism-based multilingual learning. b. Implementation of multilingual learning in the classroom. c. Twice a week is the time required for multilingual learning.	a. The success and sustainability of the program cannot be measured with certainty. b. There are full class hours at school so it is difficult to manage the schedule in the classroom for multilingual learning.
	OPPORTUNITY	STRATEGY (S – O)
a. There is an ecotourism-based multilingual learning program that will be applied. b. 4-in-1 multilingual lessons can be adopted by schools as	a. Prepare learning materials that can be implemented inside and outside the classroom. b. Organize 4 in 1 multilingual lesson hours by coordinating between language lesson	a. Promote the benefits and advantages of multilingual competence. b. Providing time for 4 in 1 multilingual learning in the

local content.	teachers at the school.	learning process.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
a. There is uncertainty about the success of learning many languages at once. b. The density of class hours at school.	a. Proving the effectiveness of multilingual learning in one lesson. b. Enter a multilingual learning schedule according to language lesson hours	a. Collaborate with the academic section to arrange schedules. b. Adjusting the learning schedule according to language hours. c. Periodic evaluation.

Based on the SWOT analysis, it can be concluded that students' needs for implementing multilingual learning such as formal and non-formal learning inside or outside the classroom twice a week the greatest potential which is not well accommodated by MTs schools due to the complexity of the curriculum adopted by the school and the lack of creativity of teachers and stakeholders interest in realizing the vision and mission of Mts. Even though several weaknesses become strengths, MTs schools still have a greater opportunity to manage and realize a 4 in 1 multilingual learning program through collaboration with the academic department to prepare multilingual learning schedules, adapt multilingual schedules to language times, develop syllabi of interest, lesson plans, and textbooks that can accommodate multilingual learning programs, as well as evaluating the progress and continuity of multilingual learning programs every quarter.

2. Target Needs

The target need consists of several domains and several indicators such as the objective domain which includes intentions, goals, and priorities; tools or media and types of language, communicative events related to the subject matter, content, and level; and settings related to the physical setting, human context, linguistic context, and time.

a. 4 in 1 Multilingual Learning Objective Domains

Statements/questions number 49 to 61 explore the realm of multilingual learning goals in MTs schools which include aims, objectives, and learning priorities as illustrated in the figure below.

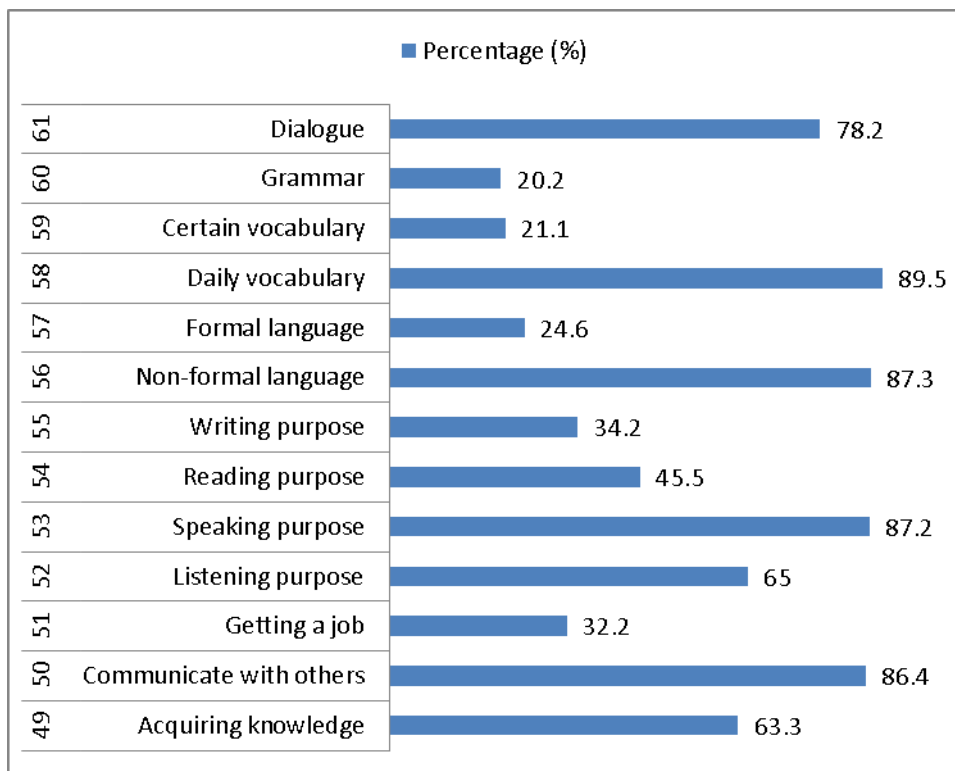


Figure 5.

4 in 1 Multilingual Learning Objective Domains

Figure 5 shows that most of the goals of students learning multilingual are to communicate with native speakers or non-native speakers (86.4%), future-oriented in getting a job (32.2%) and to learn and gain knowledge (63.3%) so they want to improve speaking skills (87.2%) and listening skills (65%), they want to learn the most applicable language, namely non-formal language to support their daily communication (87.3%) which is complemented by formal language (24.6%). The priority components of multilingual learning materials include daily vocabulary and dialogue or daily conversations (89.5%) which are complemented by spelling. The data can be summarized descriptively using SWOT analysis as follows.

Table 5.

SWOT Analysis Results of Multilingual Learning Objectives

Internal Evaluation	STRENGTH	WEAKNESS
External Evaluation	a. The need to communicate is supported by the need for listening and speaking skills.	a. Not oriented to work because still in elementary school.
	b. Everyday language for everyday communication with native or non-native speakers.	b. The decline in other language skills, namely reading and writing.
	c. Teaches everyday dialogue and vocabulary.	c. Tendency to avoid learning grammar which seems difficult even though it is very important in language.
OPPORTUNITY	STRATEGY (S – O)	STRATEGY (W – O)
a. Students can communicate daily in a foreign language.	a. Preparing multilingual embedded materials according to student needs and the curriculum	a. Providing multilingual material on speaking but adding a little writing and reading.
b. Students can		

communicate and establish good relationships with foreign language speakers through everyday language.	applicable at school. b. Providing multilingual materials in formal and non-formal forms.	b. Preparing multilingual textbooks in formal and non-formal as well as vocabulary and grammar.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
a. The language ability test will test formal and not informal language skills. b. The tendency is to avoid grammar lessons that seem difficult for students, thereby ignoring other skills.	a. Preparing multilingual materials in formal and non-formal settings to accommodate curriculum needs. b. Preparing multilingual material in daily dialogue in formal and non-formal forms as well as vocabulary.	a. Designing a multilingual textbook that also covers a few other skills, namely grammar. b. Designing multilingual textbooks that include everyday vocabulary, pronunciation, and grammar. c. Periodic evaluation of student abilities

Based on the SWOT analysis, it can be concluded that it is necessary to communicate with native speakers or non-native speakers through non-formal language learning or spoken language. Even though several weaknesses become strengths, MTs schools still have a greater opportunity to manage and realize multilingual learning through the development of attractive syllabuses, lesson plans, and textbooks that accommodate some complementary materials to the current needs of students and their future-oriented in getting work and knowledge.

b. Instruments in Ecotourism-based Multilingual Learning

Statements/questions number 62 to 68 explore multilingual learning instruments which include existing and non-existent materials, textbooks, types of multilingual materials, and the needs of multilingual materials such as syllabus, lesson plans, and textbooks. 4 in 1 multilingual learning as illustrated in the figure below.

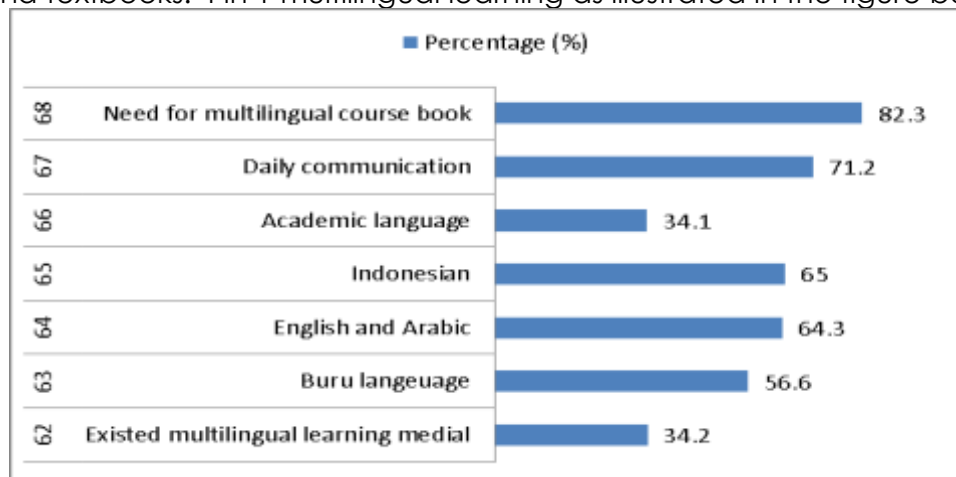


Figure 6.

Instruments in Ecotourism-based Multilingual Learning

Figure 6 shows that most students state that multilingual learning materials already exist but the material is still separated into certain language books (34.2%) most of the materials and books are provided for English and Arabic (64.3%), they want to learn the spoken language that can be implemented directly in daily communication with native speakers or non-native speakers (71.2%). Thus, they feel

they need appropriate multilingual materials such as syllabi, lesson plans, and textbooks (82.3%). Multilingual instrument data in MTs schools can be summarized descriptively by using the SWOT analysis as follows.

Table 6.
Results of SWOT Analysis of Multilingual Learning Instruments

Internal Evaluation	STRENGTH	WEAKNESS
External Evaluation	a. The existence of multilingual learning media. b. Ability to communicate with foreign language speakers. c. Multilingual textbooks are needed to accommodate the needs	a. Learning media is only for certain languages and not for multilinguals. b. Students' ability to write and academic language will decrease because they need everyday language.
	OPPORTUNITY	STRATEGY (S – O)
a. It seems like multilingual learning media is not well structured. b. Improving students' speaking skills in multilingual compared to other competencies.	a. Providing multilingual materials with existing learning media. b. Compile textbooks that focus more on speaking skills but also a little on other abilities.	a. Developing multilingual textbook material by adopting existing media. b. Added a little writing material. c. Evaluate the contents and content of textbooks periodically.
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
a. It takes a lot of time and effort to analyze learning resources. b. Students' writing and reading abilities will decrease. c. Not following the curriculum in force at school.	a. Organizing focus group discussions to discuss materials and teaching materials that will be used. b. Determine the content and content of textbooks that are acceptable to the curriculum at school.	a. Discuss with multilingual teachers at school and experts to determine materials and media. b. Adjust the content of textbooks with the curriculum. c. Evaluate the contents and content of textbooks periodically.

Based on the SWOT analysis, it can be concluded that the existing language learning materials have not been prepared well by the teacher. Even though several weaknesses have become strengths, MTs schools still have greater opportunities to manage and realize multilingual learning through developing textbooks that accommodate student needs and the curriculum.

c. 4 in 1 Multilingual Learning Communication Event

Statements/questions number 69 to 76 describe the communicative events of multilingual learning in MTs schools which include the forms of communicative events, syllabus, context of communication, contents of multilingual textbooks, and learning levels as presented in the figure below.

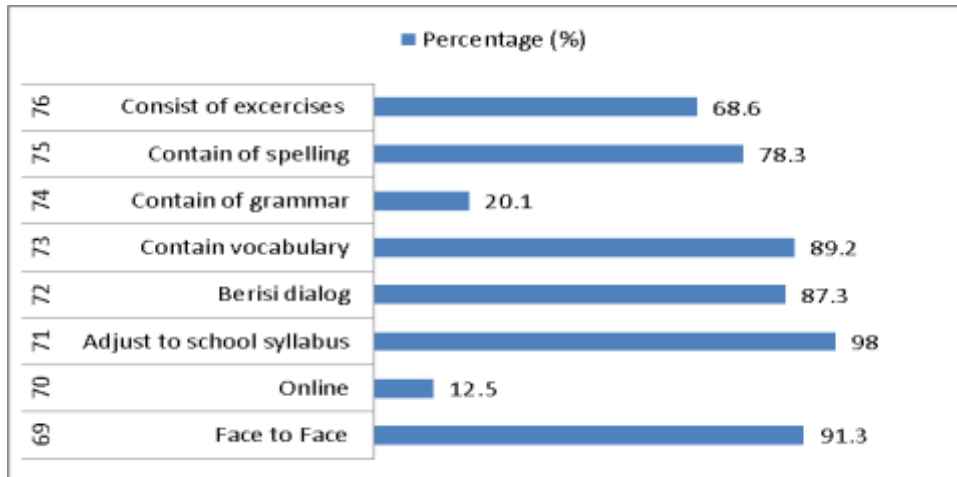


Figure 7.

4 in 1 Multilingual Learning Communication Event

Figure 7 shows that the majority of students learn multilingual in the form of face-to-face communication (91.3%), the syllabus must be adjusted to the existing syllabus from the ministry (98%), adjust topics and materials based on daily communication in the school environment (87.3%) to dialogue or their daily communication (89.2%) and exercises (68.6%). The data can be summarized descriptively using SWOT analysis as follows.

Table 7.

Results of SWOT Analysis of Multilingual Communication Events

Internal Evaluation	STRENGTH	WEAKNESS
	a. Face to face learning is needed to communicate using a foreign language. b. Adjustment of the multilingual syllabus to the syllabus at school. c. Adapting multilingual material to the school environment d. The textbook contains daily dialogues, vocabulary, grammar and exercises. e. Multilingual textbooks adapted to the syllabus and student level.	a. Face to face learning and direct dialogue will inhibit introverted students. b. Reduces teacher creativity in compiling and designing learning materials. c. Limited language context if only learning in the school environment.
External Evaluation	STRATEGY (S – O)	STRATEGY (W – O)
OPPORTUNITY a. Students will interact	a. Prepare multilingual	a. Providing opportunities

<p>directly with teachers and practice.</p> <p>b. Mastering daily communication</p> <p>c. Creating students' multilingual abilities from an early age.</p>	<p>materials in dialogue and grammar.</p> <p>b. Prepare multilingual dialogue materials in non-formal and formal language forms.</p> <p>c. Learning starts from basic lessons and the basic level.</p>	<p>to practice dialogue directly or through exercises.</p> <p>b. Designing content and multilingual textbooks based on syllabus competencies.</p>
THREAT	STRATEGY (S – T)	STRATEGY (W – T)
<p>a. The emergence of students' lack of self-confidence.</p> <p>b. Students will easily feel bored with the narrow learning context</p>	<p>a. Include some environmental and ecotourism contexts in textbooks.</p> <p>b. Design the layout, content, and content of interesting multilingual textbooks.</p>	<p>a. Providing practice opportunities for introverted students through exercises</p> <p>b. Design interesting layouts, content, and exercises.</p> <p>c. Periodic evaluation</p>

Discussion

In planning 4 in 1 multilingual learning materials for MTs schools based on existing and non-existent sources by considering theories of relevance in language learning. Therefore, multilingual learning materials must be more motivating and interesting. The intent or purpose of multilingual learning materials is to improve students' speaking skills. In addition, it should be designed not only based on the MTs curriculum but also based on target learning and needs. The characteristics are: a) The material must be presented in audio-visual aids such as the teacher's voice and attractive pictures; b) Materials must support and facilitate students' speaking skills in formal and non-formal languages or in academic and non-academic speaking activities to support their future orientation; c) The topic of the material must be interesting which provides a native speaker's cultural background; d) Materials must be appropriate to the context and school environment to accommodate students' daily communication; e) Materials must provide various genres such as dialogue, discussion, cooperation, training and evaluation; f) The material must be implemented by implementing listening and speaking activities that can be applied by students and teachers in daily communication in the school environment; g) The material must be implemented with various activities.

Based on needs analysis and spoken language teaching theory put forward by Brown and Yule (1983), Halliday (1993), and Graves (2016), researchers offer the following model as a 4 in 1 multilingual learning material model in developing speaking skills multilingual for MTs students. The multilingual material model can be presented in Figure 8.

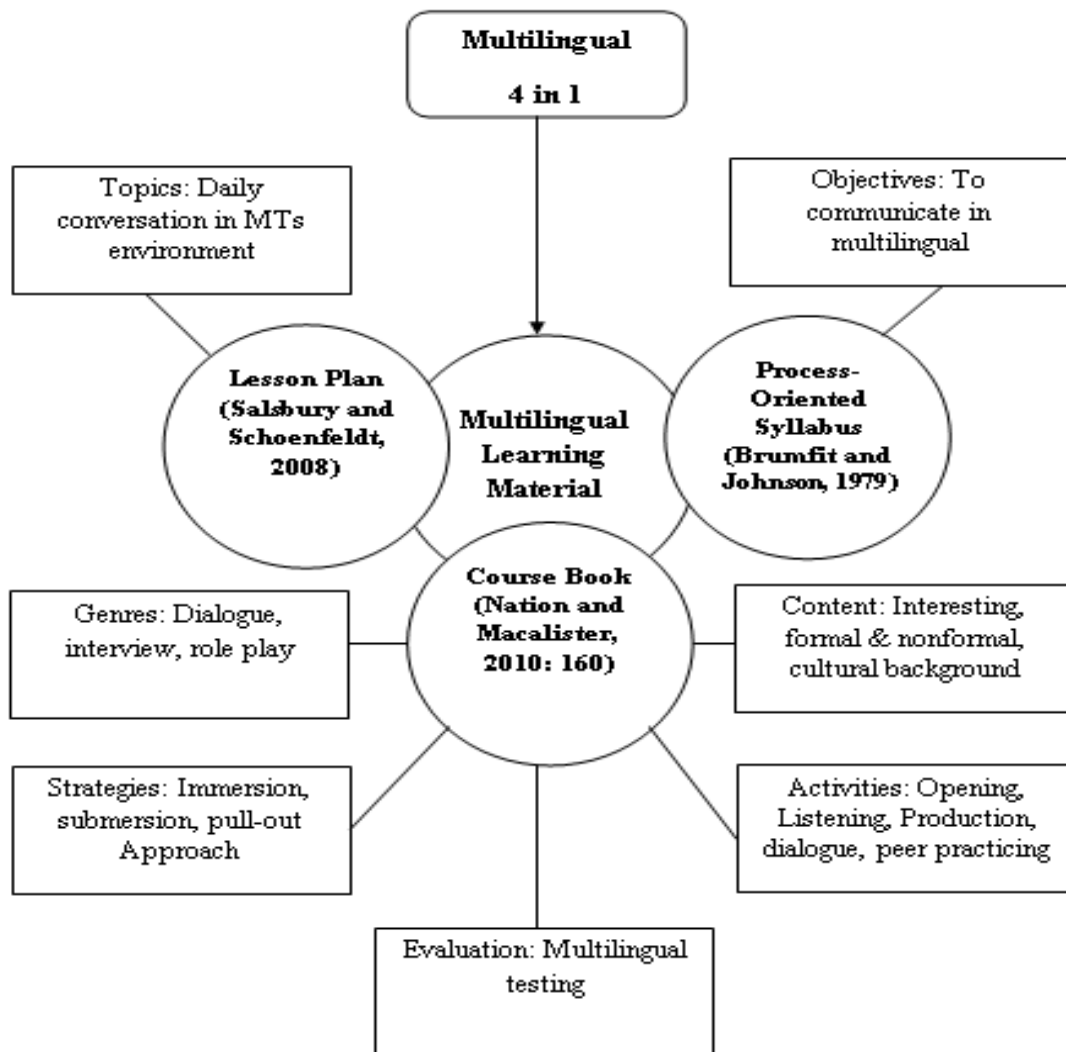


Figure 8.

Multilingual 4 in 1 material model

Figure 8 depicts a model of 4 in 1 multilingual learning teaching materials in MTs schools which were selected first using several theories and considering the results of the needs analysis. Several aspects support teaching materials for multilingual learning materials, namely objectives, topics, content, genres, strategies, activities, and evaluation. These aspects are integrated. Material success is determined by the unity and robustness of these aspects. It is in line to what found by Chu et al (2000) that the combination of the need for information from recent students and the school situation for concrete information about elements called for use of the material design.

The learning objective is to communicate in spoken multilingualism in the form of dialogue. This goal is simply adopted from the MTs curriculum. To achieve this goal, of course, it is supported by serious input and processes that are implemented in a learning process. The multilingual learning material topics chosen in this model are daily conversations appropriate to the school environment. This topic is a good input for students to use the language in daily interactions and get them used to

speaking with native speakers of the language (Bin-Tahir & Hanapi, 2020). These topics will in turn be interesting and authentic which is the hallmark of good material. Therefore, this topic should be presented in different genres which make it more interesting. The genres proposed in this model are dialogue, interview, and role play.

Another aspect that can support the effectiveness of the learning process is learning activities and learning strategies. The learning activities proposed by this model consist of three main activities, namely opening, presentation, and production activities. In carrying out these activities, students will be involved in several learning strategies such as the embedded approach (Saidna et al, 2017). To measure whether the activity was effective or not, an evaluation of students' speaking and reflection skills was carried out.

The multilingual 4 in 1 learning textbook for MTs 1 students developed in this research is attached separately. The package was revised twice. It has been corrected by two English and Buru language experts. A description of the revision is explained at the end of the evaluation stage (Bin-Tahir, 2017). The course book prototype is described as follows:

1) *Book Cover*

There is a saying: "Don't judge a book by its cover" but sometimes readers will be interested in reading and buying a book by its cover, especially for young students. Therefore, the cover of this multilingual textbook is designed to be as attractive as possible so that readers, especially students, are interested in reading and studying the material presented in the textbook (Ziguras, 2001). On the top left of the book cover, the researcher includes the book title "Speaking Multilingual 4 in 1 for MTs" in four languages; English, Buru, Arabic, and Indonesian as well as the level of the intended textbook, while in the middle of the cover, the researcher includes a person's globe and nationality indicated in the language to be studied, and at the bottom of the cover page includes the author's name.

2) *End Paper*

These are blank pages at the beginning and end of this book. They are equipped with pictures that describe their contents and vision. It also functions as a separator between units in the book to prepare readers for learning readiness.

3) *Title Page*

The title page displays the title of the textbook "Multilingual 4 in 1 Learning for MTs Students" at the top center of the page. Under the title, the researcher places the level of students "for MTs students" or beginner-level Islamic boarding school students. Finally, in the middle of the page, the researcher displays the author of the course book and leaves the rest of the page for publisher information, layout, and the textbook's International Standard Book Number (ISBN).

4) *Acknowledgments*

In this section, the author summarizes the contents of the textbook and thanks everyone who has contributed to this research and to whom they contributed to the development of the textbook.

5) *Table of Contents*

The table of contents lists the contents of the book which consists of ten units. Each unit presents the unit name, material title, and page for each material location. In addition, the author also provides differences and similarities in the spelling of the three languages used in the textbook so that readers can easily read transcripts of several foreign languages into Indonesian.

6) *Matrix and Competency Map*

The course map describes the contents and competencies of learning books designed in a matrix. It also serves as a teacher's guide in teaching textbook material and how to use this textbook. This section also reveals assignment creation procedures that can lead teachers to produce their materials and build their questions on assignments from assignment 1 to assignment 10. The author also provides suggestions for teaching and learning strategies and teaching methods that can be used by teachers in carrying out the learning process.

7) *Content*

This book consists of ten units. Each unit presents one topic which is divided into several learning activities. Topics are arranged based on conversations that occur among students in the MTs school environment.

8) *Exercise and Answer Key*

The textbook presents daily dialogue in the form of formal and non-formal language which is equipped with exercises in each textbook unit. The researcher did not put down the answer key for the entire exercise by considering students' activities in learning and trying to find the answer based on the material presented in each unit which is equipped with a list of vocabulary in each unit (Perez & Cuadros, 2017). It is intended that students learn independently to improve their language competence.

9) *Vocabulary List*

The author provides a list of unit vocabulary so that students can more easily find unknown unit vocabulary (Wu et al, 2020). Thus, they do not need to open a dictionary or ask the teacher about unknown words or the meaning of new vocabulary.

10) *Reflection*

At the end of each unit, the writer provides a reflection consisting of several statements or questions that must be met by students after studying a particular unit (Catalano et al, 2018). This aims to determine student perceptions of the contents of the textbook as data for revising the contents of the textbook.

After developing multilingual embedded learning materials, the researcher proposed a prototype material to be validated by two experts (Prof. Hariyanto, M.Pd from Makassar State University and Prof. Dr. Muhammad Amri, M.Pd from Alauddin Islamic State University of Makassar). Questionnaires were distributed to the two experts to assess or validate the material. Material validation is needed to see whether the multilingual embedded learning material is valid or invalid.

The validity level of the 4 in 1 multilingual learning material package was obtained from two experts. Experts assess the level of validity of the material package by answering or filling out the questionnaire provided. The data in the

figure shows that the material validity score reaches 91% in the very valid classification. This means that the level of validity of the designed 4 in 1 multilingual teaching materials is very valid and can then be applied in multilingual learning for class VII MTs students.

Conclusion and Suggestion

The model of multilingual 4 in 1 teaching materials in MTs schools was selected in advance by using several theories and considering the results of the needs analysis. Several aspects support teaching materials for multilingual learning materials, namely objectives, topics, content, genres, strategies, activities, and evaluations. These aspects are integrated. The success of the material is determined by the unity and robustness of these aspects. The learning objective is to communicate in spoken multilingualism through dialogue. This goal is adopted from the elementary school curriculum. It is supported by input and a severe process implemented in a learning process to achieve the research goal. The topic of the multilingual learning material chosen in this model is daily conversation according to the school environment. This topic is a good input for students to use the language in their daily interactions and familiarize them with speaking with native speakers of the language. This topic will, in turn, be exciting and authentic, which characterizes good material.

This research only looked at analyzing the needs of MTs students in Buru District, then designing learning models and textbooks. This will be continued in the following research to test the model and material. So it is possible for the following researchers who want to test the effectiveness of this model to follow up.

Acknowledgment

This research was funded by the Directorate of Research, Technology and Community Service, the Ministry of Education, Culture, Research, and Technology of Indonesia. Therefore, the researchers express their deepest gratitude for funding this research.

References

- Anglada, D. (2007). An Introduction to Instructional Design: Utilizing a Basic Design Model. 2007. (Online) Retrived June 14, 2022 from <http://www.pace.edu/ctlit/newsletter>.
- Baryadi, I. P. (2014). Pengembangan "Dwibahasawan yang Seimbang" Untuk Mempertahankan Bahasa-Bahasa Daerah di Indonesia. *Sintesis*, 8(2), 60-68.
- Bin-Tahir, S.Z; Hanapi, H; Mufidah, N; Rahman, A; Tuharea, V.U. (2019). Revitalizing The Maluku Local Language In Multilingual Learning Model. *Journal of Scientific & Technology Research*, 8(10), 2204-2208.
- Bin Tahir, S. Z. Multilingual teaching and learning at Pesantren Schools in Indonesia. (2017). *Asian EFL Journal*, 89, 74-94.

- Bin Tahir, S. Z. (2015). *Multilingual Education in Pesantren Context*. Yogyakarta: Deepublish.
- Bin-Tahir, S. Z., Atmowardoyo, H., Dollah, S., & Rinantanti, Y. (2017). Multilingual learning program: pesantren students' perceptions of the multilingual simultaneous-sequential model. *JELE (Journal Of English Language and Education)*, 3(2), 44-53.
- Bin Tahir, S.Z & Hanapi H. (2020). Designing the Indonesian Local Language Learning in English Teaching at the Multilingual Classroom Context. *Asian EFL Journal*. 27(3.2), 108-120. <https://www.asian-efl-journal.com/monthly-editions-new/2020-monthly-editions/volume-27-issue-3-2-june-2020/>
- Bin Tahir, S. Z. (2017). Multilingual teaching and learning at Pesantren Schools in Indonesia. *Asian EFL Journal*, 89, 74-94.
- Bin-Tahir, S. Z., & Rinantanti, Y. (2016). Multilingual Lecturers' Competence in English Teaching at the University of Iqra Buru, Indonesia. *Asian EFL Journal*, 5, 79-92.
- Bin Tahir, S.Z & Hanapi H. (2020). Designing the Indonesian Local Language Learning in English Teaching at the Multilingual Classroom Context. *Asian EFL Journal*. 27(3.2), 108-120.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language* (Vol. 2). United Kingdom; Cambridge university press.
- Borg & Gall. (1983). *Educational Research: An Introduction*. London: Longman Inc.
- BPS-Buru. (2019). Geografi Kabupaten Buru. *Online*, retrived on February, 21 2020 from <https://burukab.bps.go.id/subject/153/geografi.html#subjekViewTab5>
- Busela, O., Himpung, M. D., & Koagouw, F. V. (2018). Pola Komunikasi Keluarga Dalam Melestarikan Bahasa Daerah Suku Wayoli Di Desa Gamsida Kecamatan Ibu Selatan Maluku Utara. *ACTA DIURNA KOMUNIKASI*, 7(4). 12-17.
- Catalano, T., Shende, M., & Suh, E. K. (2018). Developing multilingual pedagogies and research through language study and reflection. *International Journal of Multilingualism*, 15(1), 1-18.
- Chu, Sauman; Martinson, Barbara; McNaughton, Mary; and Lawton, Debra (2000) "Designing Multilingual Communications," *Journal of Applied Communications*: 84(2), 1-7. <https://doi.org/10.4148/1051-0834.2149>
- Graves, M. F. (2016). *The vocabulary book: Learning and instruction*. New York; Teachers College Press.
- Hajek, J. On the edge of the Pacific: Indonesia and East Timor. (2006). *MULTILINGUAL MATTERS*, 134, 121.
- Halliday, M. A. (1993). Towards a language-based theory of learning. *Linguistics and education*, 5(2), 93-116.
- Mustadi Ali, Arif Wiyat Purnanto, Octavian Muning Sayekti, Nesi Anti Andini, Fera Dwidarti, Hesti Ariestina, Handara Tri Elitasari, Fajarsih Darusuprpti, Muhammad Asip, Hamidulloh Ilda. (2022). *Bahasa dan Sastra Indonesia SD Berorientasi Kurikulum Merdeka*. Cetakan I. Yogyakarta: UNY Press.
- Perez, N., & Cuadros, M. (2017). Multilingual call framework for automatic language exercise generation from free text. In *Proceedings of the Software*

- Demonstrations of the 15th Conference of the European Chapter of the Association for Computational Linguistics* (pp. 49-52).
- Saidna, Z., Tahir, B., Haryanto, A., Syarifuddin, D., & Yulini, R. (2017). Multilingual Instructional Model of Pesantren Schools in Indonesia. *Journal of Language Teaching and Research*, 8(6), 1210-1216.
- Tuharea, V.U; Bin Tahir, S.Z; Ami, I.S.O; Rahman, A. (2020). Buru Language Conservation through Sustainable Mulok Learning in Buru Regency. *Uniqbu Journal of Social Sciences*. 1(2), 49-55. <http://ejournal-uniqbu.ac.id/index.php/ujss/article/view/30>
- Wu, W., Nicolai, G., & Yarowsky, D. (2020). Multilingual dictionary based construction of core vocabulary. In *Proceedings of the Twelfth Language Resources and Evaluation Conference* (pp. 4211-4217).
- Ziguras, C., & Brown, M. (2001). Digital multilingual book production. *Multilingual Book Production*, 49-60.