

CHAPTER 1

INTRODUCTION

This chapter outlines the research's introduction. It includes the following sections: background of the research, identification of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research and definition of key terms.

1.1 Background of the Research

Language plays an essential role in education as it functions as a medium of communication, identity, and cultural transmission. In Indonesia, the diversity of local languages represents an important cultural heritage that needs to be preserved and integrated into educational practices. One of these local languages is the Malay language, which is widely used in several regions, including Rokan Hulu. Malay language not only serves as a means of daily communication but also reflects the cultural identity and local wisdom of the community.

However, in the context of formal education, the use of local languages, including Malay, is often limited. The national curriculum usually focuses on Indonesian as the main language of instruction and English as a foreign language. Hence local languages are often less emphasized in classroom learning, especially in elementary schools. This may in turn lead to a gradual erosion of students' familiarity with their own local language and culture.

An important stage for the development of students' cognition, language and culture is elementary education. At this stage students are still developing their first language and forming their identity. Therefore, local language learning such as Malay language, when embedded in the elementary school curriculum can be an effective way to enhance students' linguistic awareness and cultural identity. Use of local language in instruction can also help students to better understand learning materials.

The Malay language has a strong presence in Rokan Hulu society. It is used in everyday communication between people in both formal and informal settings. Nevertheless, its incorporation into the school curriculum is still not systematically implemented. Although some schools may offer local content subjects, the degree of standardization and the uniformity in the teaching of the Malay language will depend on school policy, teacher readiness and the availability of teaching materials.

The successful integration of Malay language into the elementary curriculum is depending on some important factors such as curriculum design, teacher competence, learning materials and students' needs. Teachers are the key to the implementation of curriculum changes but many may not have adequate training or resources to teach Malay language effectively as part of structured learning. In addition, students' needs and interests should also be considered in an effort to ensure the learning process is meaningful and engaging.

Under these conditions, a systematic needs analysis is necessary to identify the actual needs of students, teachers and curriculum developers about the integration of Malay language in elementary schools. Needs analysis is an important part of curriculum development because it provides accurate data concerning what learners need, what teachers want and what the educational system requires. Without the proper needs analysis, the curriculum development may not be able to respond to the real conditions in the classroom.

Several previous related finding have highlighted the importance of needs analysis and the integration of local languages in education. Dewi et al. (2022) conducted a research entitled Need Analysis of Learning Local Content of Toraja Language in Elementary School Students. The findings showed that needs analysis plays a crucial role in identifying students' and teachers' requirements in learning local languages, which can support the development of effective learning programs. Similarly, Karim et al.(2025) in their research Analysis of the Need for the Development of Indonesian Language Teaching Materials Integrated with Local Wisdom, revealed that the integration of local wisdom into teaching materials improves students' engagement and cultural awareness. The research indicates that understanding educational needs is important for developing language learning that is relevant and meaningful.

Several research have underlined the importance of incorporating local languages into education for the preservation of cultural identity and the enhancement of learning effectiveness. However, research that specifically

looks at the needs analysis of integrating Malay language into the elementary school curriculum in Rokan Hulu. The gap highlights the need for further research to investigate how the Malay language can be effectively integrated within the curriculum according to the real educational needs. Hence, this research is focused on analyzing the needs of integrating Malay language in the elementary school curriculum of Rokan Hulu. The findings of this research are expected to give valuable information to teachers, curriculum developers and educational policymakers in designing more contextual and culturally relevant curriculum. Furthermore, the use of the Malay language is expected to help in the preservation of the local culture and to improve students' language competence and learning experience.

The use of Malay language in elementary education is not merely a matter of language preservation, but also an educational strategy to enhance the relevance of learning and cultural identity. This research is an effort to provide a comprehensive basis for the design of a curriculum that upholds the national education objectives and the local culture in Rokan Hulu, with a thorough needs analysis.

1.2 Identification of the Research

From the preliminary observation, the use of the Malay language in teaching and learning activities in several elementary schools in Rokan Hulu is still very limited. Proper integration of the Malay language in classroom practices and school curriculum has not been achieved. In addition, teachers tend to focus more on the national curriculum, which leads to less attention on

local language preservation. As a result, students have limited exposure to Malay language in formal learning, even though it is part of their daily cultural background. This situation shows a gap between the importance of preserving the local language and its actual implementation in schools. Therefore, further analysis is needed to identify the need for integrating Malay language into the elementary school curriculum in Rokan Hulu.

1.3 Limitation of the Research

The research was limited to a need analysis of Malay integration in the curriculum of elementary school curriculum of Rokan Hulu. The research subject consists of teachers and class V students from three elementary schools, SDN 001 Rambah Hilir, SDN 002 Rambah Hilir, and SDN 005 Rambah Hilir. Data collection takes place through questionnaire and semi-structured interviews, and then analyzes using a qualitative descriptive approach. Therefore, the results of this research merely illustrate the needs and perceptions of teachers and students at schools that become research places and may not be generalized to other areas or educational levels.

1.4 Formulation of the Research

Based on the identification of problems, this research was formulated to examine the needs related to the integration of Malay language into the elementary school curriculum in Rokan Hulu.

1. What are students' needs in integrating Malay language in the elementary school curriculum of Rokan Hulu ?

2. What are teachers' needs in integrating Malay language in elementary school curriculum of Rokan Hulu?

1.5 The Purpose of the Research

Based on the formulation of the research, the purposes of the research

1. To identify the need of students in integrating the Malay language into the elementary school curriculum of Rokan Hulu.
2. To identify the need of teachers in integrating the Malay language into the elementary school curriculum of Rokan Hulu.

1.6 Significance of the Research

1. Theoretical Significance

This research is expected to contribute to the field of language education by providing empirical insights into needs analysis for integrating a local language into the elementary school curriculum. The findings may contribute to existing theories on curriculum development, needs analysis and local language teaching particularly when considering elementary schools and mother tongue-based learning.

2. Practical Significance

In practical terms, the results of this research are expected to provide useful information for teachers, schools and local education authorities in the Rokan Hulu. The findings can serve as reference to plan and improve the integration of Malay language in elementary school curriculum. Moreover, this research might contribute to the preservation of the Malay

language through formal education and serve as a basis for future curriculum development and instructional material design.

1.7 Definition of Key Term

1. Needs Analysis

According to Hutchinson and Waters (1987), needs analysis is the process of identifying learners' needs based on what they require in specific learning situations. In this research, needs analysis refers to the process of identifying the need to integrate the Malay language into the elementary school curriculum.

2. Malay Language

According to Aminuddin Kasdi (2015) Malay language is the language used by the Malay community, serving both as a means of communication and a marker of cultural identity. In this research, the Malay language refers to the regional language spoken in Rokan Hulu.

3. Elementary School Curriculum

According to Wina Sanjaya (2022) a curriculum is a set of plans and guidelines regarding the objectives, content, and instructional materials used as a guide in the learning process. In this research, the elementary school curriculum refers to the educational system implemented at the elementary education level.

4. Integrating

According to Robin Fogarty (1990) , integration is the process of combining various elements of learning into a cohesive and meaningful

whole. In this research, integration refers to the incorporation of the Malay language into the curriculum at the elementary school level.

5. Rokan Hulu

Rokan Hulu is a regency in Riau Province that serves as the location and context of this research.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the theories that are related to the research. The researcher explains several theories related to this research. The researcher gets the theory from other relevant source. This chapter consists of review of related theories, review of related findings, and conceptual framework.

2.1 Review of Related Theories

2.1.1 Need Analysis

Needs analysis is an important step in developing a curriculum, especially in language learning. It is used to identify what students actually need so that the learning process can be more relevant and effective. According to Hutchinson and Waters (1987), needs analysis involves identifying target needs and learning needs. Target needs refer to what learners need to achieve in a particular context, while learning needs focus on how learners learn, including their motivation, background, and learning preferences. Brown (1995) also explains that needs analysis is a systematic process of collecting and analyzing information about learners in order to design appropriate curriculum, teaching materials, and learning methods. This means that teaching should not be based only on assumptions, but on real data from students. In addition, Richards (2001) states that needs analysis helps ensure that the learning program matches students' actual conditions. Without it, the teaching process may not be

effective because it does not reflect students' real needs.

Needs analysis (NA) is a vital asset in evaluating ESP courses and helps teachers to identify learners' needs Farea et al. (2024). Recent studies also support the importance of needs analysis. For example, Rieke Alyusfitri et al.(2024) found that needs analysis helps teachers design learning models that are more suitable for students' characteristics. This shows that needs analysis is still very relevant in today's educational context. In this research, needs analysis is used to identify the needs of students and teachers in integrating the Malay language into the elementary school curriculum in Rokan Hulu.

2.1.2 Integrating Malay Language

In general, integration is the process of uniting or combining several elements into a single, interconnected whole. In the field of education, integration is defined as the process of connecting various learning components so that learning becomes more meaningful and contextual for students.

According to Robin Fogarty, integration is a learning approach that connects various disciplines, learning experiences, and the students' environment to create a holistic and interconnected learning experience. The integrative approach aims to help students understand the material based on real-life experiences in their daily lives.

Language integration refers to the process of incorporating a language into the teaching and learning process. It can be used as a

medium of instruction or as part of learning content. According to García & Lin, n.d. (2009), language integration supports multilingual learning by allowing students to use more than one language in the classroom. This helps students understand lessons better because they can connect new knowledge with their existing language.

Similarly Agency et al. (2001) explains that using students' first language in education can support cognitive development and improve learning outcomes. When learning in a language they are acquainted with, students are better equipped to process information. The national language and the local language can be combined to create language integration in the elementary school setting. This method makes learning more comfortable and self-assured for the students.

An Austronesian language, Malay has long served as a lingua franca throughout Southeast Asia, especially in places like Malaysia, Indonesia, Brunei, and Singapore. Malay is the language that the Malay people use on a daily basis to communicate and to express their cultural identity. Students have been exposed to the Malay language from a young age and it plays a significant role in the lives of the people of Rokan Hulu. Malay can be used as a supplementary language in elementary school instruction to aid children in comprehending the material, particularly in the lower grades. Because students feel more at ease and self-assured, using Malay in the classroom can boost student involvement. Students find

it easier to express their opinions, ask questions, and interact when using a language that is familiar to them. Students' involvement in the learning process is positively impacted by this.

Because Malay is closely related to everyday life, using it in the classroom facilitates students' comprehension of the subject matter. Additionally, learning becomes more contextual, student involvement is increased, and local cultural identity is preserved when native languages are incorporated.

The integration of the Malay language is the process of incorporating or integrating the use of the Malay language into elementary school instruction so that the learning process becomes easier to understand, more meaningful, and more relevant to students' sociocultural context. In education, integration is achieved by connecting language, culture, students' experiences, and instructional content so that they are interrelated and form a cohesive learning experience.

Language integration helps students understand language not only as a subject but also as a tool for communication, literacy development, and the formation of cultural identity. An integrative approach enables students to develop their reading, writing, speaking, and comprehension skills through learning activities that are interconnected with their daily lives. Integrated learning can also enhance student engagement, critical thinking skills, and understanding of local culture within the educational process.

According to Robin Fogarty, integration in learning is the process of connecting various elements of learning to form a coherent whole that is meaningful to students. The use of the language in instruction, the introduction of Malay culture, the growth of literacy, and the formation of students' cultural identities are all ways that the Malay language can be integrated into elementary education.

2.1.3 Curriculum in Elementary Education

The teaching and learning process in schools is guided by the curriculum. Learning objectives, resources, instructional techniques, and evaluation techniques are all included. The Merdeka Curriculum, which has been in use in Indonesia since 2022, is the current curriculum. With this curriculum, teachers have more freedom to tailor lessons to the requirements of their pupils and the local environment. Murti (2025) claims that the Merdeka Curriculum permits schools to create contextual learning based on their surroundings and promotes student-centered learning. Opportunities to incorporate regional languages like Malay and local content into classroom instruction are made possible by this flexibility. This is crucial because lessons are easier for pupils to learn when they are related to their everyday lives.

UNESCO (2020) states that using a familiar language in early education can improve students' understanding and participation. Similarly, Organisation for Economic Co-operation and Development OECD (2021) highlights the need of basing curriculum development on

actual data, such as the requirements of students and the preparedness of teachers. Additionally, contextual learning based on local culture might enhance students' engagement and learning outcomes, according to recent research by Efendi et al. (2025). This lends credence to the notion that incorporating regional language within the curriculum is advantageous. Therefore, before incorporating Malay into the curriculum, requirements analysis is required to ensure that the implementation is significant rather than merely symbolic.

The educational policies and curriculum contexts in elementary schools from 2020 to 2025 offer a compelling case for carrying out a needs analysis of the Malay language as part of curriculum integration, according to Kamal & A. Ghani (2025). Current curriculum principles prioritize learner-centered education, diversity, and contextual relevance—all of which necessitate a thorough comprehension of students' linguistic requirements and learning settings. Effective primary education must be based on students' linguistic reality, according to UNESCO (2020), since the language used in instruction has a direct impact on early literacy development, comprehension, and involvement. This policy approach emphasizes the significance of methodically examining how the Malay language is used, viewed, and required in the school setting in Malay-speaking areas.

Organisation for Economic Co-operation and Development OECD (2021) stresses that curriculum contextualization must be informed

by empirical data on learners' needs, teachers' capacities, and available resources. In the case of Malay language integration, a needs analysis becomes essential to identify students' linguistic proficiency levels, the functions of Malay in their daily lives, and the extent to which the language can effectively support learning across subjects. Without this analysis, curriculum integration risks being symbolic rather than pedagogically meaningful.

The curriculum in basic education (elementary school) in Indonesia has undergone significant changes since the implementation of the Merdeka Belajar Curriculum in 2022. This curriculum is designed to provide flexibility to schools and teachers in designing learning according to student needs, local characteristics, and teacher abilities. In its implementation, teachers are required not only to follow textbooks, but also to design learning that is more contextual, student-centered, and based on diagnostic assessment (Alimuddin, 2023).

The curriculum in elementary education is a plan and arrangement of learning that serves as a guideline for teachers and schools in organizing the educational process so that learning objectives are achieved effectively. In Indonesia, since 2022, the Merdeka Belajar Curriculum has been implemented in response to the need for more flexible, contextual, and 21st-century student-oriented learning. This curriculum not only contains subject matter, but also provides space for teachers to design learning strategies that suit the needs and characteristics of their students.

The Merdeka Curriculum emphasizes the holistic development of student competencies through a student-centered approach, diagnostic assessment, differentiated learning, and the strengthening of the Pancasila student profile. The implementation of the curriculum in elementary schools is a complex process because it involves planning, implementation, evaluation, and continuous development. The role of teachers is very important because they need to adapt the curriculum content to the local context, student needs, and the resources available at the school. Needs analysis is an important part of ensuring that the curriculum is not only theoretical but can also be implemented meaningfully in the classroom. This analysis helps teachers determine the appropriate strategies, learning media, and instructional language according to student learning needs so that the curriculum can optimally support the achievement of basic education goals (Efendi & I Suastra, 2023)

The role of teachers in curriculum implementation is crucial. Teachers must be more than just implementers of education policy; they must also be designers of learning that is adaptive to student needs and changes in the learning context. This is in line with the concept of student-centered learning, where learning is designed based on the needs, interests, and characteristics of students, so that the curriculum is not just a formal document but actually has a positive impact on the development of students' abilities in elementary school (Prehanto & Nuyadin, 2022)

Overall, connecting curriculum policy with a needs analysis of the Malay language provides a coherent framework for effective curriculum integration. Needs analysis serves as a foundational step that links policy intentions, curriculum flexibility, and classroom practice. By systematically examining learners' linguistic needs, schools can integrate the Malay language into elementary education in a way that enhances comprehension, supports cultural identity, and improves learning outcomes. This connection establishes a strong theoretical basis for research on the integration of the Malay language in elementary school curricula. The elementary school curriculum plays an important role in shaping students' knowledge, attitudes, and character. The curriculum not only serves as a guideline for learning materials, but also as a tool to tailor learning to the needs and socio-cultural context of students. In the Indonesian context, the implementation of the Merdeka Curriculum provides space for schools to develop learning that is appropriate to local conditions. This opens up opportunities for schools to integrate regional languages, including Malay, as part of local content or learning support.

It is necessary to carefully consider how to incorporate regional languages into the curriculum. The learning objectives, the role of Malay in the learning process, and the proper types of exercises must all be explained in the curriculum. The employment of Malay in the classroom could be aimless and ineffectual without careful planning. A needs analysis is essential to ensure that the integration of Malay is in line with

the objectives of the national curriculum, while also being relevant to the needs of students and the readiness of teachers. A curriculum designed based on actual needs will be easier to implement and have a positive impact on learning.

2.2 Review of Related Findings

Dewi et al. (2022) conducted a research entitled Need Analysis of Learning Local Content of Toraja Language in Elementary School Students. This research aimed to analyze teachers' and students' needs in learning the Toraja local language at elementary school level. The results showed that needs analysis is important for designing effective local language learning programs.

Karim et al., (2025) conducted a research entitled Analysis of the Need for the Development of Indonesian Language Teaching Materials Integrated with Local Wisdom. The purpose of this research was to analyze teachers' and students' needs in developing Indonesian language teaching materials integrated with local wisdom. This research employed a descriptive qualitative method using questionnaires and interviews as the main data collection techniques.

Ika et al., (2020) conducted a research entitled Needs Analysis in Developing English Learning Materials for Elementary School Students. The aim of this research was to identify students' and teachers' needs in the development of English learning materials at the elementary level. The research used a descriptive qualitative approach with questionnaires and

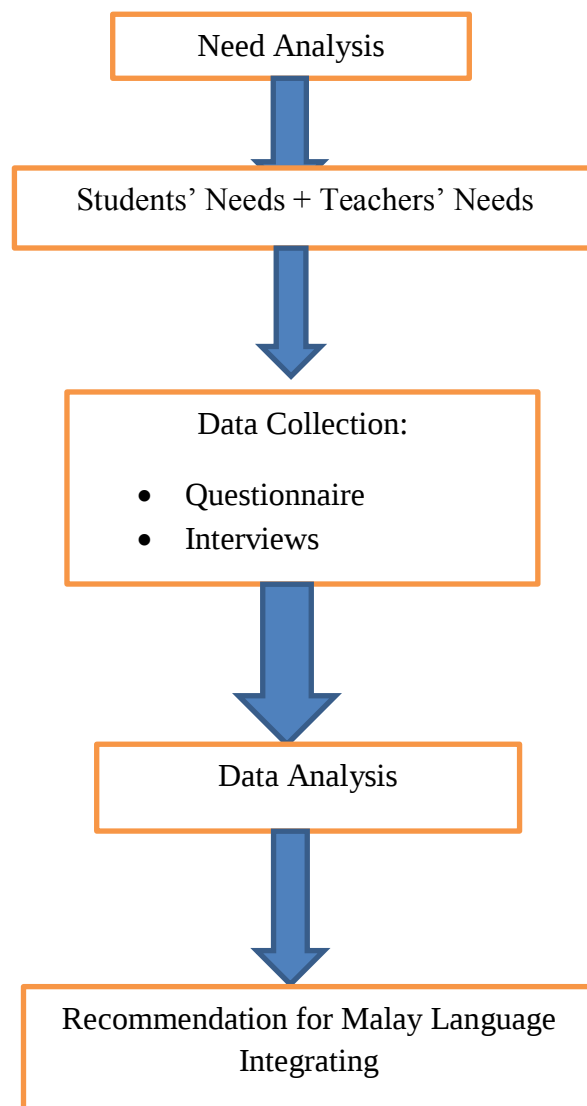
interviews. The findings revealed that learning materials should be adapted to students' characteristics, interests, and local context to improve learning effectiveness.

The Importance of Needs Analysis in Curriculum Development for Local Content Subjects is the title of a research by Hayati et al. (2020). The purpose of this research was to investigate how needs analysis is used in elementary school local content curriculum design. The findings demonstrated that needs analysis aids educators in comprehending the cultural background and learning preferences of their pupils, which is crucial for creating pertinent and significant learning materials. The goal of Rustam's (2025) research, "Integrating Local Culture into English Teaching Materials," was to examine what teachers needed in order to incorporate local culture into English language training. Eight teachers were interviewed for this research, which used a qualitative descriptive method. The research findings suggest that teachers have three primary demands: training needs, resource constraints, and pedagogical needs. Additionally, it has been demonstrated that incorporating local culture improves students' enthusiasm and comprehension; thus, assistance and training are required to maximize its application in the classroom.

From these research, it can be seen that needs analysis is very important in education, especially in developing curriculum and learning materials. However, most of this research focuses on general curriculum development or teaching materials. However, there is still little research

that specifically discusses the integration of Malay language into the elementary school curriculum, especially in Rokan Hulu. Therefore, this research aims to fill this gap by focusing on students' and teachers' needs.

2.3 Conceptual Framework



This conceptual framework describes the research process for the analysis of the needs of teachers and students in the integration of the Malay language in

the curriculum of elementary schools in Rokan Hulu. The framework is built upon in Needs Analysis Theory proposed by Hutchinson and Waters (1987), who argue that needs analysis is the foundation of curriculum and instructional design because it identifies learners' necessities, wants, and lacks. This research uses needs analysis to find out the needs of students and teachers for the integration of the Malay language in elementary education.

The research process begins with the needs analysis phase, which forms the core of this research. At this stage, the researcher identifies two main components: students' needs and teachers' needs. Students' needs are analyzed based on three dimensions proposed by Hutchinson and Waters (1987): necessities, wants, and lacks. Next, to obtain accurate data, the data collection stage conducted using several methods, namely: 1. Questionnaire to identify students' needs, 2. Interviews to identify teachers' needs

The collected data was then be analyzed during the data analysis phase to identify the needs, important, and weaknesses of the Malay language and the curriculum. The results of this analysis will serve as the basis for formulating recommendations for the integration of the Malay language into the elementary school curriculum. These recommendations are expected to help develop a curriculum that is more relevant to local needs and to improve the quality of learning.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes research design, research setting and participant, research instrumentation, data collecting techniques, and data analysis technique. These procedures were employed to answer the research questions systematically and achieve the objectives of the research.

3.1 Research Design

This research uses a descriptive quantitative design with a needs analysis approach. According to Sugiyono (2019), descriptive research is used to describe phenomena systematically, factually, and accurately. This design is appropriate for this research because it aims to describe the needs of students and teachers in integrating the Malay language into the elementary school curriculum.

The demand analysis method is used for identifying the gap between the present condition of language use in the classroom and the expected integration of the Malay language. This method enables the researcher to understand real classroom situations like learning needs of students, teachers' preparedness, availability of learning resources.

3.2 Research Setting and Participant

3.2.1 Research Setting

This research was conducted at SD N 001 Rambah Hilir, SD N 002 Rambah Hilir, and SD N 005 Rambah Hilir, in Rokan Hulu Regency, Riau Province. These three schools were selected as research sites because they are elementary schools located in communities that still use Malay in their daily lives. In addition, these schools implement the Merdeka Curriculum, which provides them with the opportunity to integrate Malay into the learning process.

3.2.2 Research Participants

The participants of this research are elementary school students and teachers from selected elementary schools in Rambah Hilir, Rokan Hulu. The participants were selected because they have direct experience with the use of the Malay language in daily communication and the implementation of the elementary school curriculum. The participants consisted of students and teachers who were considered relevant to provide information about the needs for integrating the Malay language into the elementary school curriculum.

A. Population

The population of this research consisted of elementary school students and teachers in Rambah Hilir District, Rokan Hulu Regency, Riau Province. The population was selected because the research focused on identifying students' and teachers' needs regarding the integration of the Malay language into the elementary school curriculum.

The population included students and teachers from three selected elementary schools, namely SDN 001 Rambah Hilir, SDN 002 Rambah Hilir, and SDN 005 Rambah Hilir. These schools were considered relevant to the research because Malay is commonly used by students and the surrounding community in their daily communication.

B. Sample

The sample of this research was selected using purposive sampling. Purposive sampling is a sampling technique in which participants are deliberately selected based on predetermined criteria relevant to the research objectives. This technique was used because not all members of the population had the same level of relevance to the research problem.

The sample consisted of 30 students and 12 teachers from three elementary schools. Each school contributed 10 students and 4 teachers. Thus, the total number of participants was 42 people.

The student participants were selected based on the following criteria:

1. The students were fifth and sixth-grade elementary school students.
2. The students were enrolled in one of the three selected schools: SDN 001 Rambah Hilir, SDN 002 Rambah Hilir, or SDN 005 Rambah Hilir.
3. The students had experience using the Malay language in their daily communication.
4. The students were able to understand and respond to simple questionnaire statements.
5. The students were willing to participate in the research.

Fifth and sixth-grade students were selected because they were considered capable of providing information about their learning experiences, language use, and needs related to the integration of the Malay language into the curriculum. At this level, students are also expected to have sufficient experience with formal classroom learning and daily communication to provide meaningful responses to the research questionnaire.

The teacher participants were selected based on their direct involvement in teaching and learning activities at the selected schools. The teachers were expected to provide information regarding students' language needs, the use of Malay in the classroom, curriculum opportunities, learning materials, and challenges related to integrating the Malay language into elementary school learning.

3.3 Research Instrumentation

Research instruments are tools used by researchers to systematically collect data in order to answer research questions. In this research, the researcher used two research instruments: a questionnaire as the primary instrument and semi-structured interviews as a supplementary instrument. Both instruments were developed based on two research indicators: the Malay language and the curriculum.

3.3.1 Questionnaire

Questionnaire was used to supplement the interview data and gather feedback from students and teachers regarding the need to integrate Malay into

the curriculum. The questionnaire consisted of 20 statements measured using a five-point Likert scale, with the following response options:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

3.3.2 Interview

Semi-structured interviews were the main method for collecting data in this research. This type of interview enabled the researcher to ask pre-prepared questions, but also gave teachers the opportunity to give more in-depth explanations on their needs, interests and challenges. The researcher conducted interviews with teachers to gather comprehensive information about the needs for integrating the Malay language into the elementary school curriculum in Rokan Hulu Regency, encompassing instructional requirements, encountered obstacles, and anticipations for forthcoming curriculum enhancements.

3.4 Data Collecting Techniques

In this research, the researcher collected the data by using semi-structured interview and questionnaire. The main data source was the interview and the supporting data source was the questionnaire. The data collection process was conducted in the following steps:

3.4.1 Questionnaire Administration

The questionnaire consisted of 20 statements directed to students and teachers. The statement was based on the need to include the Malay language in the curriculum of elementary school. Participants were asked to respond to each statement on a five-point Likert scale. This questionnaire was used to identify the perceptions of teachers and students and to support the findings from the interviews.

3.4.2 Conducting the Interview

The researcher carried out a semi-structured interview with selected participants. The interviews were held individually to get detailed information on needs, interests and weaknesses in relation to the Malay language and curriculum.

3.4.3 Transcribing and Organizing the Data

Once all interviews were completed, the researcher transcribed the recorded interviews into written transcripts. Then the interview transcripts and questionnaire responses were sorted according to the two research indicators. This step was done to make the data analysis process easier.

3.5 Data Analysis Technique

The data of this research were analyzed based on the interactive model of Miles, Huberman and Saldaña (2014). The model is two-stage: data reduction, data display. These stages were performed continuously throughout the analysis process to answer the research questions about the needs of the integration of the Malay language into the elementary school curriculum in Rokan Hulu.

3.5.1 Data Reduction

Data reduction means selecting, simplifying, focusing and grouping the data collected from questionnaires and interviews in line with the focus of the research. In this research, the researcher reduced the data by selecting information related to the need for the integration of the Malay language into the elementary school curriculum, then grouping it into research themes, namely Malay Language and Curriculum.

3.5.2 Data Display

After the data was reduced, the next step was to present the data systematically in the form of narrative descriptions, tables, and excerpts from interview results. The presentation of the data aimed to help the researcher understand patterns and relationships among the findings, as well as to illustrate the need for the integration of the Malay language into the elementary school curriculum.