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Socio-Cultural Learning Based On Digital Technology For Urban Communities Through The Selayar Language Online Dictionary

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Abstrak

Perkembangan ilmu pengetahuan dan teknologi sebagai dampak kemajuan peradaban manusia modern antara lain juga memberikan pengaruh terhadap dunia pendidikan khususnya dalam pembelajaran di berbagai satuan pendidikan. Pemanfaatan teknologi modern dengan berbagai kelebihannya kemudian menggantikan cara belajar mengajar yang tradisional. Tulisan ini mengkaji tentang pentingnya pemanfaatan teknologi digital berupa website dalam menunjang kegiatan pembelajaran khususnya bidang sosial budaya melalui kamus online. Hasil penelitian menunjukkan bahwa metode pembelajaran dengan menggunakan media website yaitu kamus online terbukti efektif dalam meningkatkan minat mempelajari muatan sejarah dan budaya khususnya bagi mahasiswa. Selain isi dan bentuk media online yang sederhana, isi kamus online ini lebih mudah dipahami.

Kata Kunci: *teknologi pembelajaran, pembelajaran digital, sosial budaya, masyarakat perkotaan*

Abstract

The development of science and technology as a result of the progress of modern human civilization, among other things, also influences the world of education, especially in learning in various educational units. The use of modern technology with its various advantages then replaces traditional ways of teaching and learning. This paper examines the importance of using digital technology in the form of websites in supporting learning activities, especially in the social and cultural fields, through online dictionaries. The results of this research show that the learning method using website media, namely online dictionaries, has proven to be effective in increasing interest in learning historical and cultural content, especially for university students. Apart from its simple content and online media form, this online dictionary's contents are easier to understand.

Keyword: *learning technology, digital learning, socio-culture, urban community*

INTRODUCTION

As science and technology progress in various aspects of human life, the use of media and learning resources also shows very rapid progress. This can be seen in the adjustment process when human activities have shifted from territorial-based social reality to virtual reality (Volkova, Luginina, Saenko, & Samusenkov, 2020), so the learning paradigm has also changed (Freina & Ott, 2015). If previously teaching and learning activities only took place in the classroom, now in the digital era, learning can be carried out virtually through various online media platforms. In this way, travel distance and limited access to study locations will no longer be a problem for students. From a distance, a teacher can teach using PPT slides, images or videos via the Zoom Meet, Google Meet and other applications and students can follow along from various places. These advances in learning technology (Brown, 1994) should ideally be utilized as fully as possible for the purpose of developing knowledge insight in the broadest sense.

One effective learning resource that is very easy to access by anyone at any time is a website. This internet-based platform can be used for various purposes, not only as a promotional medium, but also as a learning resource (Sharples, Corlett, & Westmancott, 2002). It is not surprising that now various web pages have appeared which are used as a forum for various knowledge information for readers. However, most website-based learning resources only present general knowledge and areas of knowledge that can be found in various learning sources such as books. On the other hand, it is very rare to find websites that present ethnic-based local knowledge in Indonesia. If this continues to happen and there is no effort to provide learning resources about ethnicity, the social and cultural heritage of the community (Giglietto, Ciolfi, Claisse, & Lockley, 2019) will experience degradation in meaning and will slowly disappear in the future.

The presence of the Selayar Language (Mithun & Basri, 1986) Dictionary in an online version, among other things, can be a solution for effective learning technology for the younger generation, especially for knowledge about the social and cultural heritage of local communities. On the other hand, this regional language dictionary will be a learning medium that can anticipate the possibility of regional languages becoming extinct. This study discusses what advantages this regional language-based learning technology has, how to use it, what sources of knowledge can be used by readers, and how to utilize this knowledge in relation to other learning materials.

A research result explains that inadequate learning can lead to limited application and use of systems that have the potential to be productive in their application. Computer learning (Warschauer, Turbee, & Roberts, 1996) is explained conceptually as a goal

determined by three attitudinal components, namely: attitude towards success, attitude towards failure, and attitude towards the process of achieving goals. In this context, beliefs, attitudes and intentions are considered important factors in technology use. Intention to try and try are considered as a theoretical mechanism that links attitude to goal attainment (Bagozzi, Davis, & Warshaw, 1992). The results of this research are interesting in relation to the use of website-based learning technology, especially regarding beliefs, attitudes and intentions. Confidence in this context can take the form of self-confidence that one is able to use learning technology, then giving rise to an attitude of wanting to try and try again, until an intention is reached that is related to achieving the goals of the learning activity.

Positive expectations regarding the importance of learning technology in supporting the process are also illustrated by the results of research using observation models and surveys of 10th grade students in Israel. It was explained that the students surveyed were classified as low achievers, but thanks to rich and flexible technological learning, were able to push towards authentic projects and contribute to initiative, involvement and interest in technology (Doppelt & Barak, 2002).

The results of other research illustrate the importance of discussing technology as a whole with learning activities. It was stated that only a few studies examined students' perceived attitudes towards technology. It was even stated that the instruments were not yet fully capable of being used to measure students' motivation and self-regulation. This statement supports the argument about the importance of the position of technology in learning activities and how students respond to its use (Liou & Kuo, 2014). Referring to the importance of measuring motivation to learn things with technology, it will be used as a guide to measure how effective website-based learning technology can be as a learning resource, especially in relation to social and ethnic cultural aspects among the Selayar people who live in various cities and regions in Indonesia.

The importance of innovation in the use of technology in learning activities (Domingo & Garganté, 2016) is further explained in research results that the role of technology is very important in shaping the way adults and teenagers interact with each other both at school, home and other places. Technology also offers real opportunities for young people to have an impact on their communities. It was even explained that digital media in its use can be called a social and cultural technology that can function as a tool for organizing social participation. In this context it is also stated that technology is a collection of knowledge that is in accordance with development skills (Goldman, Booker, & McDermott, 2008). This statement is relevant to the function and position of learning technology in the form of online dictionaries as social and cultural technology according to its content which can

provide understanding to the younger generation, especially among the Selayar ethnic group. Apart from that, the online dictionary studied is also a collection of knowledge about the social and cultural aspects of the Selayar ethnic group and can function as a medium for developing skills, especially in using the Selayar language for descendants of this ethnic group in various regions.

Educational practices, namely teaching and learning activities on campuses and schools, in research results are said to be the formation of a meeting of cultural artifacts, beliefs, values and normative routines as an activity system. Learning activities in this context are envisioned as an important link to understanding cultural processes in which thought and action are intertwined in social practice (Gutiérrez, 2002). In contrast to the process described above, the position of learning technology in the form of an online dictionary, in its use, will be discussed in the context of a cultural process that makes an important contribution in the form of thought patterns and action patterns of the younger generation, especially among the Selayar ethnic group.

RESEARCH METHOD

This research uses qualitative data with a descriptive analysis model. The research population is students spread across various cities in Indonesia who are descendants of the Selayar people. Research subjects were chosen deliberately based on the criteria for determining informants (Campbell et al., 2020). The collection process was carried out through free interviews (Wildemuth, 2016) both directly and via WhatsApp short message communication media. Several things at the core of questions to informants were: their views on the advantages of digital technology-based learning, what type of social and cultural knowledge was obtained, and how to develop short knowledge from the results of the reading. The data analysis technique is carried out in stages, data reduction, data display, and verification/drawing conclusions (Huberman & Miles, 2002).

RESULT AND DISCUSSION

Online Dictionary as Digital Technology in Learning

The Selayar language online dictionary as a source and medium for learning, especially in the social and cultural fields, has an important position in relation to the possibility of extinction of this regional language from South Sulawesi (Grimes & Grimes, 1987). The Selayar Language Dictionary, in its online version, makes it easier for students who live spread across various cities in Indonesia to read and study it. History records that the Selayar people (Suhaeb, 2022) who inhabit Selayar Island or the Selayar Islands Regency have long

been known as a migrant tribe and have settled in various regions and cities in Indonesia and even abroad. The existence of the Selayar people in overseas lands can be traced through their communities and villages in various regions. Those who also live mixed with other ethnic groups, sociologically need to strengthen their cultural identity, including knowledge of their regional language.

One of the important tools needed to strengthen cultural identity is digital technology (Jensen, Arnett, & McKenzie, 2011) as a source and learning medium in the form of an online dictionary. The focus of the study in this research is students who are currently studying and are descendants of the Selayar people. The reason is because students of student (Suhaeb, Ahmadin, Sari, & Kaseng, 2022) age already have an awareness of the importance of self-identity related to family origins. Apart from that, to anticipate the threat of extinction of regional languages, it is necessary to carry out socialization in the form of cultural awareness through learning regional languages. Considering that now is the digital era, the most effective learning media is in digital form with various advantages, including ease of access.

The online version of the Selayar Language Dictionary can be accessed for free on the page www.kamusbahanselayar.com. This website-based dictionary has interesting features that make it easier for readers to access the information they need and makes it a learning resource very easily. The Selayar language vocabulary groups are arranged alphabetically, so readers can click on one of the letters of the word group they want to open. Apart from that, this online dictionary is also equipped with a list of special words such as: the most frequently used question words, adverbs of place, adverbs of time, adjectives, names of animals, and others. Especially for fast word searches, you can do it in the search column and don't forget that each word or group, although not in its entirety, is equipped with an illustrative image so that it is attractive to readers.

Types of Socio-Cultural Knowledge in the Online Dictionary

One of the advantages of the Selayar Language Online Dictionary is that its contents are not only a collection of vocabulary and their meanings in Indonesian which are arranged alphabetically, but are also equipped with a list of words according to certain types of knowledge groups. Several groups of words such as: adjectives in Selayar, adverbs of time in Selayar, adverbs of place in Selayar, names of animals in Selayar, names of fish in Selayar, and others. Knowing the types of adjectives in the Selayar language will be a pre-knowledge for children in learning (Franse, Van Schijndel, & Raijmakers, 2020) and will then be developed into follow-up questions, namely what are the examples of traits in the data set, why do people have such traits, and can be developed into other examples? examples of

historical stories (Thomson, 2012) about figures who have positive and negative traits that can be useful for children's character education. Apart from that, the properties related to objects can also be a source of knowledge for developing further curiosity about the existence of an object. In fact, how to connect human traits is decorated with the properties of objects as a reinforcement of the character of a particular person or figure.

Specifically, a list of adverbs of time and adverbs of place in the Selayar language, useful for learning purposes related to the use of words in daily conversation. For example, teaching Selayar language to children can start from vocabulary related to time information which is useful for understanding reading stories or fairy tales which contain meaningful lessons in social life (Freedman, 2003). Likewise, a collection of adverbs of place can also be used as initial learning material in the Selayar language to get to know position, direction, destination, and so on. Examples of the use of adverbs of time in telling stories: *"ri olo sanna sungguta ri je'nek"* (in the past we were very happy because there was no shortage of water), *"konni-konnia sanak susana je'nek"* (now it is very difficult to get water), and *"mintarang gelemo ri isse' antee kamua"* (we cannot predict the future).

Likewise, a list of animal names is useful as children's initial knowledge in learning more about the social and cultural systems of the Selayar people. From the names of these animals, children's curiosity will develop about what types of animals are on the Selayar Islands, in which parts of the area, for example, wild animals live, and also curiosity about what types of animals the Selayar people eat. This curiosity will even be developed further into what types of culinary delights are produced from animals on the islands. Not only that, studying the types of animals in the Selayar language will also develop curiosity about whether this area also has mythical stories about animals such as crocodiles as guardians of rivers, giant snakes guarding mountains, and others.

Selayar Socio-Cultural Learning Strategy

The current young generation's reading interest in books with social and local cultural themes seems to be declining, especially among students at universities who choose majors other than social sciences. The reasons include the fact that the reading material has quite a large number of pages or is quite thick in size. The emergence of the Selayar Language online dictionary has become a light and relaxed reading alternative for the needs of knowledge about ethnic groups originating from South Sulawesi Province. As is known, generally researchers from other countries who want to know about the social and cultural life of a region in Indonesia, first study the regional language. This is intended to make it easier for them to understand more deeply the social and cultural aspects of the society

they are studying. Presumably this is also the strategy used in the learning process about the social and cultural aspects of the Selayar community (Heersink, 1995), starting with language learning through online dictionaries.

In relation to social and cultural learning strategies (Rendell et al., 2011) for urban communities, especially the young generation of Selayar ethnic descent who live in various cities and regions in Indonesia, several statements from informants were presented. One of the RH students (19 years old) who lives in the city of Jakarta considers the Selayar language dictionary to be very useful for him in getting to know the social and cultural aspects of the area where the person comes from. According to him, his mother, who has lived for 40 years in the Indonesian capital, still teaches her children to speak Selayar. He thinks that the Selayar language is important because it is his identity which is a sign of which area he comes from. For this reason, according to RH, his mother always makes every effort to teach Selayar to her children, at least they can speak Selayar even though they are passive. He often taught him by asking questions or greeting his siblings in Selayar.

Another informant, WR (21 years old), admitted that he had other strategies for learning Selayar. According to him, his mother often gave him gifts when he could memorize vocabulary. This family from the Selayar Islands, which has been domiciled in the city of Bandung for 32 years, also often brings their children home to their village every Eid al-Fitr, with the aim of bringing them closer to the community where they come from. Repeated returning home activities cause them to like the Selayar language. According to WR, he studied the names of animals in the Selayar language dictionary, then from that site he dug further about what rare animals have existed and still exist on the islands. Several other informants each from Batam City, Palu City, Surabaya City, Maluku City, Yogyakarta City, Semarang City, and others said that knowledge of the social and cultural systems of the Selayar community as the area where their parents come from is very important, but according to them the Selayar language they are very difficult. Apart from that, some of the informants also doubted the benefits of being able to speak Selayar, even though we know that there is Indonesian that can be used to communicate. Even so, reading the Selayar language online dictionary requires them to remain important rather than learning the Selayar language as a whole.

Based on the data from this research, it can be seen that there is still great interest among children of Selayar descent in various cities in the Selayar language, which is the basic capital for continuing to socialize the importance of learning the local social and cultural system. This web-based social and cultural learning strategy is functionally effective in preserving local cultural values and other aspects of this ethnic existence. However,

learning through digital technology needs to be accompanied by various activities such as: Selayar language speech competition, Selayar language writing competition, Selayar language stand up comedy, and other types of events..

CONCLUTION

Digital technology in learning has proven effective in increasing interest in learning for students of Selayar descent, especially in the social and cultural fields. According to several informants, the Selayar language online dictionary, which is presented in the form of a website, makes it very easy for them to gain knowledge. The reason is because the online dictionary not only contains a list of regional Selayar language words, but also a collection of terms and a thematic collection of words. Apart from that, the online version makes it easy for everyone to access it anytime and anywhere. The way to develop knowledge from the results of short reading through the online dictionary is to read further about things that are considered important through relevant books and scientific articles. In short, the position of the online dictionary as a digital version of learning media that presents brief knowledge is like a gateway to entering wider and deeper knowledge through reading books.

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