



Optimizing the Use of Lontara Fonts and Characters in Learning Local Content of Bugis Local Language at Junior High School Level in Sidenreng Rappang

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Abstract

This research aims to optimize the utilization of Lontara fonts and characters in the development of teaching materials and local culture-based learning media. It is expected to increase students' learning motivation by presenting learning materials in accordance with the trend of the times and current needs. The implementation of this teaching strategy involves the use of computers as an effective source of instruction and multimedia as a learning motivation tool that can accommodate modern learning styles. With this innovation, it is expected that the ability to use multimedia in the learning process will improve, which in turn will make students more enthusiastic in learning Bugis local content at the junior high school level. Overall, the main contribution of this research is to create relevant teaching strategies in learning, utilize computers as an effective source of instruction, utilize multimedia as a learning motivation tool, and increase students' enthusiasm in learning Bugis local content.

Keywords: Optimization, Lontara font and characters, Local Content, Local Language, SMP.

INTRODUCTION

Local content learning in primary, junior secondary and senior secondary schools in Sidenreng Rappang Regency teaches Bugis local language. The local language taught is the language of communication used by the local community on a daily basis. Local languages are maintained in the community after surviving through various changes in the times so that as a result of the interaction of this language with various circumstances and conditions, various types of dialects and sub dialects and different accents appear in the community of speakers. However, in practice, it has differences with regional languages spoken by other regional communities. Although it is the same family, in some aspects it is clearly different from the language spoken by people in other regions.

This phenomenon occurs in the Bugis community, especially in Sidenreng Rappang Regency. Although they both use the Bugis language, the Bugis people will be able to tell whether they are from Sidrap when they speak. This difference can be seen from the differences in accent and intonation spoken by Bugis speakers in several areas in Sidrap Regency. This phenomenon is an interesting aspect that can be observed in Bugis society, especially in Sidenreng Rappang District. Although they all use the Bugis language, Bugis people have an uncanny ability to identify someone's origin from Sidrap simply by the way they speak. This difference is reflected in the different accents and intonations used by Bugis speakers in different areas of Sidrap district. These subtle linguistic variations are not only markers of cultural diversity, but also of strong regional identities within the Bugis community.

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In the process of learning Bugis language or local content, there are several aspects that need to be emphasized and mastered by students. These include reading, listening, speaking and writing skills. Among these aspects, writing skills can be considered the most essential. This is because the ability to write requires a series of skills, including the ability to choose the right words to compose simple and effective sentences. As revealed by Fanita (2021), someone who is proficient in writing has the capacity to express their ideas and experiences in various contexts, whether it is related to time or place, through the medium of writing. Writing skills allow individuals to transfer their thoughts and experiences into a form that can be understood by others, creating a strong communication bridge.

A similar opinion was also conveyed by Yulisara and other research teams in 2020. They explained that writing is a unique form of language skill because its communication does not rely on face-to-face interaction. Instead, writing involves the use of certain media as a tool to convey messages. Thus, the ability to write becomes an important tool in communication, especially when the message must be conveyed through written media. Overall, writing skills are an important cornerstone in the development of Bugis language competence or local content. It opens the door for students to express their thoughts, ideas and experiences, and serves as an important tool in facilitating effective communication and conveying messages efficiently in a variety of situations.

Basically, these regional languages have similarities that cannot be denied, especially in matters related to language and literature. To save local languages from this destruction, the Primary and Secondary Education Curriculum includes local languages as local content that must and must be studied. This concern is quite justified. A surprising finding obtained from the results of research by language experts from a number of universities explains that as many as 10 regional languages in Indonesia have been declared extinct, while tens to hundreds of other regional languages are currently also threatened with extinction.

The Education Unit Level Curriculum (KTSP), which is essentially a competency-based curriculum, provides a glimmer of hope for improving the quality of local language learning as one of the local contents. Local languages, whose position used to be uncertain because there were no clear rules about their implementation, are now starting to get attention. This attention will at least minimize the variety of regional treatments of this subject.

There are many shortcomings and weaknesses that have been detected, including that the local language teaching material emphasizes more on the discussion of proverbs, the meaning of vocabulary, the content of a text, the change from coarse language to fine language, and how to write with ancient letters but the discussion of good local language and how to pronounce expressions that are appropriate to the conditions through the listening method has almost been abandoned. It is not realized that not all students in the school are native to the area who are able to fluently speak, read and write in the local language. They need other media that they can learn at home that contains vocabulary and certain expressions that are appropriate to the conditions and how to pronounce them.

Learning activities still use the old style, i.e. lectures and rarely involve practical activities such as presentations using subtle local languages or communicative learning strategies, for

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example providing opportunities for students to use local languages in various situations, for example speeches using local languages. Teachers rarely or perhaps never use multimedia equipment such as tape and television to teach local languages in the classroom. In fact, children's learning resources are not only in their diktat books.

The basic reason is that local languages are not official languages that must be used in all formal activities. Local languages are only the language of daily communication which, when used, sometimes does not meet the standards of use because it is often mixed with other languages. There are symptoms that the younger generation is embarrassed to use local languages because they are considered plebeian. The problem that is often raised about the unpopularity of local languages is the marriage of different tribes. Almost all parents now no longer use local languages in communicating with their family members at home because of different regional languages between husband and wife.

The weaknesses described above cause local language teaching to seem monotonous and boring, so that many of the students are lazy to study seriously when this language teaching is taught. As a result, local cultural values that are appreciated by the younger generation are increasingly minimal and degenerate. They are more oriented towards western culture, and everything that is done smells foreign.

The problems found are the lack of interest in learning the script and learning tools that are less innovative and interesting for students. The solution offered is that teachers will also be trained on how to use Lontara fonts and characters to create teaching materials and local content learning media. Thus students are motivated to learn because the media used is in accordance with the times and has become a necessity of today's creation of teaching strategies to get references in the teaching and learning process. Computers can be a good instructional resource, multimedia as a source of teaching motivation tools that involve students and support modern learning styles, As an innovative learning resource, Increased ability to use multimedia in teaching, The students are more enthusiastic in learning.

Improving the ability and professionalism of teachers in the teaching and learning process in schools, especially regional language study teachers in Sidenreng Rappang Regency, is a must for a teacher. A teacher who is an educator in education, must have an innovative and creative nature in choosing interesting learning strategies so as to make students motivated in participating in the teaching and learning process in the classroom. However, this has not been able to be done considering the limitations possessed by teachers, especially in the utilization of computers as learning media which is very lacking.

Therefore, the problems to be addressed in this training activity expressed in the form of questions are "How to improve teachers' skills in utilizing computers in learning local languages in Sidenreng Rappang District? How to use the character of Font lontarak in making teaching materials for Local Language?"

METHODS

The approach method implemented in this research is as follows: Conducting initial observations in the form of direct observation of teachers' knowledge or ability to use

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learning media in learning local languages in Sidenreng Rappang District. Provide training on the use of Lontara fonts and characters with computer media in local language learning for teachers in Sidenreng Rappang. Conducting an evaluation of the results of the training of teachers in the field of study so that the level of success of the training carried out can be known.

RESULTS AND DISCUSSION

The optimization of the use of Lontara Fonts and Characters in the creation of Local Language teaching materials for teachers in Sidenreng Rappang District is a significant step in preserving the richness of Bugis culture and language in the region. This activity is becoming increasingly crucial in line with the times, where information technology is increasingly penetrating the world of education. Therefore, the main focus of this activity is to provide support to Bugis local language teachers in Sidrap District to understand, master, and apply Lontara Fonts and Characters in the process of creating their teaching materials.

SMP Negeri 1 Sidrap is a very appropriate place for the implementation of this activity. As an educational institution that plays an important role in developing students' potential, the school is a center for developing teachers' knowledge and skills. The main theme of the activity, the application of Lontara Fonts and Characters in the creation of Local Language teaching materials, reflects a strong commitment to maintaining the sustainability of Bugis language and culture.

Through this approach, the activity not only benefited teachers in improving their understanding of Lontara Fonts and Characters, but also made a real contribution to safeguarding and preserving the local language and culture. Teachers who are more skilled in integrating these aspects of culture and language in their learning are able to create more meaningful and relevant learning experiences for their students. In addition, this helps to ensure that local cultural values and heritage remain alive and thriving in an ever-changing and modern society. As such, this activity is not just about teaching, but also about preserving and building a rich and valuable local culture.

One of the main reasons behind organizing this activity is the lack of interest in learning the script and the lack of innovation and attractiveness in learning tools for students. This poses a serious challenge in maintaining students' interest in learning Bugis Language and Literature. In an effort to overcome this problem, the proposed solution is to provide training to teachers on the use of Lontara Fonts and Characters in the creation of teaching materials and learning media related to the local content of Bugis Language and Literature.

By implementing this solution, it is expected that students will be more motivated in the learning process. The provision of more innovative and interesting learning tools will make students more eager to explore knowledge about Bugis Language and Literature. With learning media that is in line with the times, teachers can create more dynamic and relevant teaching strategies.

Teacher training in the use of Fonts and Lontara Characters will also create more innovative learning resources. This may stimulate an increase in the use of technology, such as

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computers, as an effective instructional resource. The use of multimedia as a motivational teaching tool will help engage learners in the learning process, support modern learning styles, and create a more interesting learning environment. Thus, students will be more enthusiastic in learning Bugis Language and Literature, and they will feel connected to learning materials that are relevant to their current world.

This activity provides very significant benefits in various aspects of learning. One of them is the creation of more effective and innovative teaching strategies. The teachers who participated in this training gained new references that they can apply in the teaching and learning process. They now have the knowledge of how to use Lontara Fonts and Characters and integrate them into the teaching materials of Bugis Language and Literature Local Content. As a result, they can create more interesting and relevant learning experiences for their students.

In addition, this activity also opened the door to the use of computers as an effective instructional resource. Teachers can utilize this technology to enrich students' learning experiences, making them more interactive and engaging. The use of multimedia as a motivational teaching tool is an impactful step, as it not only activates learners in the learning process, but also supports a more modern and adaptive learning style.

It creates innovative learning resources in the teaching process. Teaching materials developed with the use of Lontara Fonts and Characters present learning that is more interesting and relevant to the world of today's students. This has an impact on increasing students' interest in understanding Bugis Language and Literature. In addition to these benefits, this activity also encourages the improvement of the ability to use multimedia in teaching. Teachers were able to integrate this technology more seamlessly into their learning process, creating a more modern and up-to-date learning experience.

The last very positive impact is the increased enthusiasm of students in learning. With more engaging teaching materials, innovative learning methods and appropriate use of multimedia, students feel more involved in their learning process. They became more enthusiastic in understanding and practicing Bugis Language and Literature.

The activity ran smoothly and with great enthusiasm from the participating teachers. They welcomed the training materials and actively participated in the question and answer sessions. The teachers were happy to gain new knowledge that will help them improve the quality of learning in the classroom. They hope that similar activities will be implemented again in Sidrap district to continue supporting the development of education and the preservation of Bugis culture.

Optimizing the use of Lontara Fonts and Characters to create teaching materials and local content learning media has a significant positive impact on education. One of the benefits is the creation of more effective and up-to-date teaching strategies. Teachers who participated in this activity gained new references that they can apply in their teaching and learning process. They understood how to utilize Lontara Fonts and Characters in the creation of more interesting and relevant teaching materials.

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In addition, this activity also recognized the important role of computers as an effective instructional resource. Teachers are trained to use this technology as a support tool in delivering lessons. This leads to the enrichment of students' learning experience, making it more interactive and engaging.

The use of multimedia as a motivational tool for teaching is a step that opens up a range of new opportunities. Teachers can engage learners in the learning process in a more interactive and engaging way. This not only supports a more modern learning style, but also creates a more dynamic learning environment.

In this context, computers and multimedia technology act as innovative learning resources in teaching. Teaching materials developed using Lontara Fonts and Characters create a more engaging learning experience, relevant to students' current world, and able to sustain their interest in learning. In addition, this activity also had a positive impact on improving the ability to use multimedia in teaching. Teachers become more skillful in integrating this technology in their learning, thus creating a more modern and up-to-date learning experience.

The last but not least impact is the increased enthusiasm of the students in the learning process. With more attractive learning tools, innovative learning methods, and appropriate use of multimedia, students become more motivated in understanding and practicing Bugis Language and Literature.

Overall, this activity of optimizing the use of Lontara Fonts and Characters has provided great benefits in terms of enriching the learning experiences of teachers and students. It created a more dynamic and relevant learning environment, made computers and multimedia an invaluable tool in education, and increased students' interest and enthusiasm for learning. This activity not only enriches teachers' expertise, but also improves the quality of education in Sidrap district, and serves as a foundation for similar activities in the future.

The results of the implementation of this activity are in accordance with the year of service, which was carried out in Sidrap Regency in collaboration with MGMP Bugis Language and Literature Teachers. A total of 30 teachers acted as active participants in this activity. Before starting the presentation of training materials on optimizing the use of Lontara fonts and characters in making teaching materials, the participants were subjected to a pre-test. The pre-test aimed to assess the extent of participants' knowledge of Lontara fonts and characters and their level of understanding before they received the training.

The pre-test results revealed quite interesting data. Out of a total of 30 participants, only 6 people or about 20% of the participants already had prior knowledge on how to install and use Lontara fonts, although they did not understand how to install Lontara characters on the computer. On the other hand, the majority of participants, 24 people or about 80%, initially had no knowledge at all on how to install and use both Lontara fonts and characters on computers.

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This data emphasizes the urgency of implementing this activity. The majority of participants initially had a limited understanding of the use of Lontara fonts and characters in a computer context. The organized training therefore has great potential to make a significant impact by improving participants' understanding and skills in this regard. It also illustrates the clear need for further learning and training to help participants understand and master the use of Lontara fonts and characters in a computer environment.

The next steps in the development of this program should be carefully designed to assist participants in understanding and integrating the use of Lontara fonts and characters within their computers. In doing so, it is hoped that the effectiveness of Bugis Language and Literature learning can be improved in Sidrap District, which will be a valuable contribution to the preservation and development of local culture.

CONCLUSION

This service activity provides the benefits of creating a teaching strategy to get references in the teaching and learning process, computers can be a good instructional resource, multimedia as a source of teaching motivation tools that can involve students and support modern learning styles, as an innovative learning resource in teaching, increasing the ability to use multimedia in teaching, The students are more enthusiastic in learning. Optimization activities use Lontara fonts and characters to create teaching materials and local content learning media. Thus the students will be motivated to learn because the media used are in accordance with the times and have become the needs of today's creation of teaching strategies to get references in the teaching and learning process. Computers can be a good instructional resource, multimedia as a source of teaching motivation tools that can engage learners and support modern learning styles, As an innovative learning resource in teaching, Increased ability to use multimedia in teaching, The students are more enthusiastic in learning.

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