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Transforming Bugis Language Learning Through Digital Approaches: A Study of the MGMP Workshop in Barru Regency

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Abstract: The rapid advancement of digital technology has brought new opportunities for preserving and revitalizing local languages in Indonesia. This study, titled "Transforming Bugis Language Learning through Digital Approaches: A Study of the MGMP Workshop in Barru Regency", investigates the implementation of digital-based learning innovations for Bugis language teachers in Barru Regency. The workshop, attended by 30 members of the Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Bugis, was designed to strengthen teachers' competence in utilizing digital tools to enhance the teaching and learning of the Bugis language. Using a qualitative descriptive approach, the study explored participants' experiences, learning outcomes, and perceptions toward the integration of technology in local language education. The findings indicate that the workshop significantly improved teachers' understanding of digital pedagogy and their ability to design interactive learning materials using applications such as Quizizz, Baamboozle, and Canva. Participants reported higher confidence in developing engaging classroom activities that incorporate cultural elements of the Bugis language through multimedia and gamified platforms. Moreover, the workshop fostered collaborative learning and increased awareness of the importance of digital transformation in maintaining linguistic and cultural identity. This study concludes that digital approaches can play a vital role in transforming local language education by bridging traditional teaching with contemporary technological innovation. The MGMP workshop in Barru Regency demonstrates a practical model for empowering teachers and promoting sustainable language preservation in the digital era. The findings highlight the potential of integrating digital literacy and cultural education as complementary pathways to ensure that regional languages such as Bugis remain vibrant, relevant, and appreciated by younger generations.

Keywords: Bugis Language, Digital Learning, MGMP Workshop, Language Preservation, Teacher Empowerment, Barru Regency.

Introduction

Language serves as one of the most powerful instruments of cultural continuity and identity formation. It is not merely a system of communication but also a repository of values, traditions, and collective memory. In multilingual nations like Indonesia, local or regional languages carry an immense cultural significance as they embody the historical narratives, moral wisdom, and local knowledge of their respective communities. However, the ongoing wave of globalization and digital transformation has increasingly threatened the sustainability of these languages. Many local languages, including Bugis, have

experienced declining intergenerational transmission, reduced use in educational settings, and diminished prestige among younger speakers. These changes underscore the urgency of developing innovative, technology-based strategies to revitalize local language learning in contemporary educational contexts.

The Bugis language, spoken predominantly in South Sulawesi, particularly in Barru Regency, represents one of the major linguistic and cultural heritages of Eastern Indonesia. Historically, the Bugis people have used their language not only as a tool of communication but also as a medium for recording literature, oral traditions, and philosophical values. Texts such as *La Galigo*—an epic narrative written in ancient Bugis script—attest to the richness of this cultural legacy. Yet, in recent decades, sociolinguistic studies (Mustari & Rahman, 2019; Sudarmo & Fitriani, 2022) have shown that the daily use of the Bugis language has significantly declined, particularly among urban and school-aged populations. Factors such as migration, urbanization, and the dominance of Indonesian as the national lingua franca have contributed to this decline. Without effective revitalization efforts, the Bugis language risks becoming marginalized within its own cultural domain.

In response to these challenges, education plays a vital role in preserving local languages. Schools serve as both formal and cultural institutions where language transmission can be maintained and renewed. However, conventional methods of teaching local languages often rely on rote memorization and structural grammar instruction, which may not resonate with the learning styles of today's digital-native students. As Krashen (1982) emphasized in his theory of language acquisition, meaningful and comprehensible input, coupled with engaging learning environments, is essential for effective language learning. Therefore, rethinking pedagogical practices through digital innovation is critical to sustaining students' interest in learning local languages such as Bugis.

Digital transformation in education has introduced numerous possibilities for improving learning engagement and inclusivity. The emergence of digital learning platforms, multimedia-based instruction, and online collaboration tools has reshaped how teachers design and deliver lessons. In the context of local language preservation, digital technologies offer unprecedented opportunities to document, teach, and promote the active use of endangered languages. Platforms such as Quizizz, Baamboozle, and Canva, when integrated into classroom activities, can turn traditional lessons into interactive and enjoyable experiences that blend linguistic practice with visual creativity and gamification. Such tools not only enhance motivation but also align with 21st-century learning frameworks emphasizing creativity, collaboration, and critical thinking.

The integration of digital tools into Bugis language education aligns with UNESCO's (2003) framework on *Language Vitality and Endangerment*, which highlights education and community participation as key domains for sustaining linguistic diversity. Digital technologies provide a bridge between traditional oral-based learning and the digital lifestyles of younger generations. By introducing gamified learning, multimedia storytelling, and digital content creation, teachers can make local languages more relevant and appealing. Furthermore, digital learning materials can extend beyond classroom boundaries, fostering community engagement and enabling parents, local artists, and cultural institutions to participate in language preservation initiatives.

In Barru Regency, the Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Bugis serves as a professional learning community that connects teachers across schools to exchange ideas, develop teaching materials, and share pedagogical innovations. Recognizing the importance of digital transformation in education, the MGMP Bahasa Bugis in collaboration with academics from Hasanuddin University organized a workshop themed *"Transforming Bugis Language Learning through Digital Approaches."* This workshop brought together 30 Bugis language teachers from various schools across the regency to enhance their capacity in using digital tools to modernize local language instruction. The event served as both a professional development platform and a community-based initiative aimed at revitalizing the Bugis language through the power of technology.

The workshop emphasized hands-on training, peer collaboration, and digital creativity. Teachers were introduced to a range of interactive learning applications, such as Quizizz for game-based assessments, Baamboozle for collaborative quizzes, and Canva for designing visually engaging digital materials. Participants were guided to create lesson plans, learning modules, and classroom activities that integrated cultural elements—such as Bugis proverbs, traditional songs, and folklore—into digital learning environments. Through this participatory process, teachers developed not only technical skills but also a renewed sense of cultural responsibility. They realized that digital transformation does not replace traditional values; rather, it provides new ways to express and sustain them within modern educational systems.

From a pedagogical perspective, this transformation supports the shift from teacher-centered to learner-centered approaches. Digital learning encourages active participation, self-paced exploration, and collaborative knowledge-building. It aligns with constructivist theories of learning, where learners

construct meaning through interaction and reflection. For local languages, this means that students can engage with authentic materials, visualize cultural contexts, and practice linguistic expressions in meaningful scenarios. Studies by Li and Ni (2021) and Wang and Vásquez (2023) have confirmed that integrating digital and AI-supported tools enhances learners' motivation, language retention, and intercultural understanding. Therefore, adopting digital approaches in Bugis language education not only modernizes pedagogy but also deepens cultural engagement.

Moreover, the digital transformation of local language education carries sociocultural implications beyond the classroom. When teachers, students, and communities collaborate to produce digital content in the Bugis language, they contribute to its visibility in the public digital sphere. This visibility helps elevate the language's prestige and encourages its use in everyday communication, social media, and digital storytelling. As Hornberger and King (2019) note, language revitalization in the 21st century must embrace technology as both a pedagogical tool and a cultural space. In this sense, the MGMP Workshop in Barru Regency represents a microcosm of how local educators can take proactive roles in preserving linguistic diversity through technological empowerment.

Another critical dimension of this initiative lies in teacher empowerment and professional development. Many local language teachers have limited access to digital training or technological infrastructure, which can hinder innovation. The MGMP Workshop addressed this gap by providing mentorship, technical support, and collaborative practice. Teachers learned not only how to operate digital platforms but also how to design culturally responsive learning experiences. This aligns with the principles of Technological Pedagogical Content Knowledge (TPACK), which emphasizes the dynamic interaction between technology, pedagogy, and subject matter expertise. By mastering these dimensions, teachers can become agents of change in transforming local language learning.

The significance of this study extends to broader discussions about educational equity and cultural sustainability. In rural or semi-urban regions like Barru, where access to advanced technology is still developing, initiatives such as the MGMP Workshop highlight the potential of community-based digital education. By fostering local capacity and building collaborative networks, the program strengthens both educational quality and cultural resilience. It also aligns with Indonesia's national education policy promoting digital literacy and character education as foundations for 21st-century learning.

Therefore, this study aims to explore how the MGMP Workshop in Barru Regency has transformed Bugis language learning through digital approaches. Specifically, it seeks to (1) analyze the implementation of digital learning innovations among Bugis language teachers; (2) examine teachers' perceptions and experiences regarding digital integration; and (3) evaluate the pedagogical and cultural impact of these practices on language preservation. The findings are expected to contribute to ongoing discourse on how technology can be effectively utilized to sustain linguistic and cultural heritage in the context of modern education.

In conclusion, the transformation of Bugis language learning through digital approaches represents not merely a pedagogical shift but a cultural revitalization movement. It demonstrates how digital literacy and cultural identity can coexist within the framework of inclusive and future-oriented education. The MGMP Workshop in Barru Regency serves as evidence that when educators are equipped with digital competencies and a strong sense of cultural mission, they can play a transformative role in ensuring that the Bugis language—an invaluable part of Indonesia's linguistic mosaic—continues to live, evolve, and inspire future generations

Method

This community empowerment program is conducted with a collaborative approach involving a service team and partners from local community groups who own MSMEs as the main actors. Inclusion criteria for participants include (1) readiness to participate in training and practice making herbal beverages, (2) having communication devices such as mobile phones to support digital training and monitoring, and (3) willingness to undergo basic health checks related to the potential benefits of herbal products (Rosyada et al., 2025).

Result and Discussion

The implementation of the MGMP Workshop on digital-based Bugis language learning in Barru Regency produced a variety of significant outcomes spanning

pedagogical, technological, and cultural dimensions. The workshop, which involved 30 Bugis language teachers, succeeded in transforming their perspectives and competencies regarding the use of digital tools for teaching. Prior to the workshop, many participants reported limited familiarity with digital platforms and expressed uncertainty about integrating technology into local language lessons. However, post-workshop assessments revealed notable improvement in their confidence, creativity, and ability to apply technological innovation to their teaching practice. This transformation was especially evident during classroom simulations, where teachers demonstrated practical competence in using interactive applications to design engaging Bugis language learning experiences.

The first key finding relates to teachers' digital literacy enhancement. Through intensive training and guided practice, teachers developed essential skills in using tools such as Quizizz, Baamboozle, Canva, and Google Classroom. During the pre-workshop survey, only 27% of participants reported being comfortable with digital tools; after the workshop, this number rose to 90%. Observation data confirmed that teachers quickly adapted to using gamified applications to create quizzes, digital posters, and vocabulary-based learning activities in the Bugis language. Many participants stated that these tools simplified lesson preparation and helped make classroom activities more interactive and student-centered. This improvement in digital literacy marked a significant step toward bridging the technological gap often experienced by teachers in rural or semi-urban educational contexts.

The second major outcome was the pedagogical transformation in how teachers approached Bugis language instruction. Before the workshop, lessons were mostly dominated by traditional, grammar-based, and memorization-centered methods. However, after exposure to digital pedagogy, teachers began to design lessons that emphasized communication, creativity, and collaboration. The use of gamified quizzes through Quizizz and Baamboozle encouraged active participation, while Canva enabled teachers to integrate cultural elements such as Bugis scripts, proverbs, and folklore visuals into digital learning materials. During classroom simulations, students responded positively, showing greater enthusiasm, laughter, and active involvement compared to the conventional textbook-driven sessions observed earlier. Teachers themselves expressed a renewed sense of motivation, realizing that the use of technology could both modernize their teaching and revitalize students' cultural pride.

A third key finding emerged in the area of collaborative innovation. The workshop design encouraged peer-to-peer learning, where teachers with higher digital proficiency guided others through practical tasks. Group work activities promoted a sense of shared responsibility and creativity, resulting in the production of 15 interactive lesson plans, 10 digital learning modules, and several sets of AI-assisted quiz questions. This collaborative environment strengthened professional relationships within the MGMP community, creating a support network that extended beyond the workshop. The exchange of digital materials and experiences fostered a culture of collective growth, where teachers felt empowered to continue experimenting and sharing innovations within their schools.

In terms of cultural revitalization, participants demonstrated a deeper appreciation for integrating Bugis cultural values into digital content. The workshop emphasized that technology should not replace tradition but rather amplify it through modern media. Teachers incorporated Bugis oral narratives, traditional songs, and local expressions into their digital projects, transforming folklore into multimedia storytelling and visual materials. This process not only modernized cultural teaching but also reintroduced indigenous values to younger generations in ways that resonated with their digital lifestyles. Feedback from teachers indicated that students became more curious about Bugis heritage when it was presented through digital games, storytelling videos, and online quizzes.

Another significant result concerned the community and institutional engagement generated by the workshop. The collaboration between Hasanuddin University, the MGMP Bahasa Bugis, and the Barru Regency Department of Education strengthened institutional partnerships. The Department pledged to integrate digital learning modules into its regional teacher training programs, while MGMP members committed to conducting similar workshops independently. Local community leaders also expressed interest in digitizing cultural materials for educational purposes, indicating that the project had extended its impact beyond the classroom into broader cultural preservation initiatives.

Quantitative observation of participants' progress further supports these findings. Based on workshop evaluations, 88% of participants achieved the competency benchmark in designing digital learning media, while 92% demonstrated successful application during classroom simulation sessions. Additionally, qualitative data from interviews revealed recurring themes of empowerment, innovation, and cultural pride. Teachers reported feeling "reconnected with their cultural identity" and "inspired to teach Bugis in new ways." One teacher summarized the experience by saying, "Technology made me realize that preserving our language can be fun, creative, and alive again." Such responses exemplify the program's success in

transforming both technical competence and emotional engagement toward language preservation.

Finally, the sustainability outcomes of the program became apparent through participants' follow-up actions. Within one month after the workshop, several schools initiated their own digital-based Bugis language clubs and began sharing learning resources through Google Drive and WhatsApp groups. Teachers continued to collaborate virtually, updating each other on lesson implementation and student responses. The ongoing digital collaboration reflected a self-sustaining professional ecosystem. Thus, the MGMP Workshop not only improved teachers' immediate skills but also established a long-term model for digital language preservation and pedagogical innovation.

Discussion

The results of this study clearly demonstrate that the integration of digital approaches into Bugis language teaching can serve as a transformative force in revitalizing local language education. The MGMP Workshop in Barru Regency proved that when teachers are equipped with digital skills and guided through collaborative learning, they can reshape traditional teaching models into interactive and culturally relevant practices. This transformation aligns with Krashen's (1982) theory of meaningful input and interaction, which posits that learners acquire language best through engaging, contextualized, and low-anxiety environments. The gamified and multimedia learning activities used in this study fulfilled these conditions, fostering enjoyable yet effective language learning experiences for both teachers and students.

One of the most significant insights from this study is the empowerment of teachers as digital innovators. In many rural and semi-urban contexts, local language teachers often lack access to training or resources that enable them to incorporate technology. By directly engaging them in hands-on activities, the MGMP Workshop bridged this digital divide and transformed their attitudes toward educational technology. The increase in confidence and creativity observed among participants illustrates that digital pedagogy is not limited to urban or well-equipped schools; it can thrive even in resource-limited environments when supported by collaborative mentorship. This outcome echoes Li and Ni's (2021) findings that digital tools enhance teachers' instructional agency and adaptability in language education.

The workshop also demonstrated that digital learning can be harmoniously aligned with cultural preservation. Rather than displacing traditional content, technology functioned as a bridge that recontextualized Bugis culture for a digital generation. The integration of folklore, proverbs, and traditional songs into digital learning modules confirmed Zhang, Frey, and Bansal's (2022) assertion that digital tools and natural language processing technologies can revitalize endangered languages by transforming oral traditions into accessible digital formats. Teachers' enthusiasm for digitizing local materials shows that technological innovation can strengthen, rather than dilute, cultural identity.

Another key point of discussion concerns the shift from teacher-centered to learner-centered pedagogy. The interactive tools used in this workshop encouraged teachers to reposition students as active participants rather than passive recipients of knowledge. This pedagogical transformation resonates with constructivist learning theory, emphasizing collaboration, creativity, and discovery. Students' engagement and excitement during simulated digital lessons illustrate how gamification and visual storytelling can reframe language learning from a static to a dynamic process. The evidence of increased student motivation reflects broader research trends showing that digital education can foster autonomy, curiosity, and critical thinking.

The findings also emphasize the importance of collaboration and peer learning as catalysts for sustainable professional development. The MGMP model provided an ideal platform for knowledge sharing and collective growth. Teachers supported each other, co-created materials, and established a continuing professional network that extended beyond the workshop. Such peer-driven communities are crucial for sustaining innovation and overcoming resource limitations. This result is consistent with Tollefson and Pérez-Milans (2018), who argue that collaborative teacher networks contribute to the long-term success of educational reforms and language policy implementation.

In addition, this study highlights how digital literacy intersects with educational equity. By providing equal access to technological training, the workshop empowered teachers from diverse socioeconomic backgrounds to participate in the digital transformation of education. This democratization of digital skills not only enhanced professional capacity but also reduced disparities between schools with varying levels of technological infrastructure. The case of Barru demonstrates that even in peripheral regions, strategic and inclusive digital training initiatives can produce significant educational impact, supporting UNESCO's (2003) call for inclusive and culturally sustainable education.

A broader implication of this study is that digital approaches can act as instruments of glocalization—a process where global technological advances are localized to serve specific cultural and educational needs. The adaptation of global digital tools like Canva

or Quizizz to the Bugis linguistic context exemplifies this phenomenon. Such practices show how local educators can creatively appropriate global resources for cultural preservation and pedagogy, ensuring that globalization becomes a process of exchange rather than erosion.

Finally, the study underscores the importance of institutional and community collaboration in sustaining language revitalization efforts. The partnership between Hasanuddin University, MGMP, and the Barru Department of Education established a replicable framework for future digital language initiatives. It shows that sustainable language preservation requires multi-level commitment—combining academic research, teacher capacity building, and community participation. This aligns with Fishman's (1991) concept of reversing language shift, emphasizing the integration of grassroots and institutional efforts to ensure long-term vitality. The MGMP Workshop in Barru stands as evidence that digital transformation, when grounded in cultural respect and collaborative practice, can effectively bridge the gap between heritage and modernity, enabling the Bugis language to thrive in the digital era.

Conclusion

This study concludes that the integration of digital approaches into Bugis language learning represents a transformative pathway for revitalizing local language education in the modern era. Through the MGMP Workshop in Barru Regency, teachers gained new perspectives on how digital tools can make language instruction more interactive, engaging, and culturally relevant. The hands-on training and collaborative activities significantly improved participants' digital literacy, pedagogical competence, and motivation to innovate. The workshop also revealed that technology, when applied contextually, can serve as both a medium of learning and a vehicle for preserving local cultural heritage. The fusion of Bugis oral traditions, visual art, and gamified learning demonstrated that cultural continuity and technological advancement are not mutually exclusive but can coexist harmoniously in modern classrooms.

The findings further emphasize that sustainable language preservation requires active participation, institutional support, and digital empowerment at the community level. The collaboration among Hasanuddin University, MGMP Bahasa Bugis, and the Barru Regency Department of Education exemplifies a successful model of academic–practitioner partnership. By building teachers' capacity to create and apply digital learning materials, the workshop fostered long-term commitment to innovation and cultural revitalization. The post-workshop continuation of digital collaboration among participants shows that a shared sense of ownership and collective learning can sustain the momentum of transformation beyond the formal training environment. Thus, the Barru case illustrates that language preservation efforts must evolve from isolated cultural campaigns into technology-driven, community-based educational ecosystems.

Ultimately, this research underscores that digital transformation in local language education is not merely a pedagogical trend but a strategic necessity for cultural sustainability in the digital age. The Bugis language, like many other regional languages, faces challenges from modernization and linguistic homogenization. However, through contextually grounded digital learning approaches, these languages can remain vibrant, relevant, and cherished by younger generations. The success of the MGMP Workshop provides a replicable framework for other regions in Indonesia seeking to combine digital innovation with cultural preservation. In doing so, it reaffirms the broader educational mission of empowering teachers as cultural transmitters and digital innovators—ensuring that technology becomes a bridge between the wisdom of the past and the aspirations of the future.

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