LOCAL CULTURE IN A DISRUPTIVE WORLD

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ABSTRACT

This study aimed to describe the implementing digitizing folklore in the English Drama Course to the students of English and Literature Department. In addition, to evaluate the student responses to the project as part of cultural preservation efforts. This study used mixed methods to collect qualitative and quantitative data. The population of the research were fourth semester students of class AG 2/3 of English and Literature Department of UIN Alauddin Makassar. The object was the English Drama Course by applying the "Active Learning" model in the form of digitizing local folklore into animated video. The research technique was carried out by means of observation, interviews and surveys to answer the research questions. The results showed that this project has succeeded in presenting an educational and entertaining animated video for the public watch. In addition, all students involved have responded positively to the implementation of the project and considered the process and implementation were successful and satisfying, especially as an effort to preserve local culture and promote cultural education.

Keywords: *Animation, digitizing, drama, folklore*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan digitalisasi cerita rakyat pada mahasiswa Bahasa dan Sastra Inggris dalam pembelajaran English Drama. Selain itu, untuk mengevaluasi respon mahasiswa terhadap penerapan digitalisasi cerita rakyat sebagai bagian dari upaya preservasi budaya. Penelitian ini menggunakan metode gabungan untuk mengumpulkan data kualitatif dan kuantitatif. Subjek atau populasi dari penelitian adalah mahasiswa semester IV kelas AG 2 dan AG 3 jurusan Bahasa dan Sastra Inggris, Fakultas Adab dan Humaniora, UIN Alauddin Makassar. Objek penelitian yaitu pembelajaran Mata Kuliah English Drama dengan menerapkan model "active learning" dalam proyek pendigitalisasian drama cerita rakyat ke dalam bentuk video animasi. Teknik penelitian dilakukan dengan cara observasi, wawancara dan survey untuk menjawab pertanyaan penelitian. Hasil penelitian menunjukan bahwa projek ini berhasil menghadirkan video drama animasi yang mengedukasi dan menarik untuk dinikmati masyarakat umum. Selain itu, semua mahasiswa yang terlibat merespon positif penerapan projek digitalisasi cerita rakyat dan menganggap proses dan pelaksanaannya berhasil serta memuaskan, terutama sebagai salah satu upaya dalam mempreservasi budaya lokal.

Kata kunci: Animasi, cerita rakyat, digitalisasi, drama

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INTRODUCTION

The digital era has driven dramatic changes in people's way of life. The way of communicating and interacting, teaching and learning in the classroom, has changed from face-to-face meetings to online system. The swift currents of globalization and the development of industry 4.0 have had an impact on disruptions that obscure the cultural setting of society. Kumbara, et al. states that cultural disruption is a condition of cultural uncertainty because values are so diverse and overlapping. Giddens (2000) interpret globalization as a runway world, constantly changing, full of risks, can paralyze local culture, but also revive it. Disruption culture is a necessity, when globalization has the potential to disrupt culture established, but also provides an alternative range for counterattacking. (Kumbara, 2020: 7)

Sabar in Saputra, et al., (2020) suggests the era of disruption can be interpreted as an era, during which there was chaos and uprooting from its roots. The era of displacement, from the old reality to the new reality, the transfer of physical reality, geography, to virtual reality, starting from communication, information, games, and mapping. Disruption can be viewed as an integral part of positive and constructive change because it is based on dynamic innovation, and emphasizes effective, efficient, fast and sophisticated factors. These characteristics are in line with the demands of the industrial revolution 4.0 which are fast, sophisticated and innovative (2020). Thus, cultural disruption can be interpreted as a cultural change that quickly replaces old habits and orders caused by various pressures of change that arise in society.

The disruption has hit the world more rapidly, especially since the attack of the Covid-19 pandemic, when all social activities were restricted massively on a large scale and for a long period of time. People are forced to switch to the digital world as part of a new, contemporary lifestyle. Including the way people enjoy literary works.As one of the educational media and entertainment literary works now appear in various digital forms which are widely accessible on the internet. Online comics, webtoons, novels, and short stories can now be accessed and even downloaded for free from various digital platforms such as the Android application, Appstore, so on. The digitization of literary works has erupted in the field of printed versions of books, and has left the oral literature culture. Oral literary traditions, such as story-telling and poetry are challenging the digitization of works by updating audio-visual elements to present more interesting content.

Neneng Asaniyah argued that digitization is a process of transferring media from printed form to electronic form (2017). The digitization process requires electronic devices such as computers, source media drives, scanners or supporting software (Sukmana, 2005). While the definition of folklore according to Danandjaja (1991) is a form of community culture that is spread and passed down from generation to generation, traditionally in different versions, both in oral form and model accompanied by gestures or tools that serve as reminders. Thus, the digitization of folklore can be interpreted as the process of transferring media from oral or written forms of folklore to electronic form by utilizing technology, using media and supporting software applications.

The rapid change of globalization cannot be resisted, but must be challenged with some creative maneuvers to adapt to the demands of the times. The *Zeitgeist* (spirit of the times) of science and technology must be answered with sharp and progressive innovations. The digital era and disruption can be a challenge, an opportunity as well as a threat to the existence of local culture. This is in line with the opinion expressed by Agus S. Sihombing in his article published on Kompasiana.com (1/5/2020). Setiadi revealed "The presence of the era of disruption, one of which is marked by the increasingly rapid distribution of culture across countries, has become a distinct 'threat' as well as an 'opportunity' for the Indonesian people. The era of disruption, which is also known as the era of digitalization (digital age), frees everyone to exchange ideas, values, ideology and cultue without recognizing partitions or regional boundaries."

This phenomenon can be seen clearly from how Indonesian students are more influenced and attracted by K-Pop culture from Korea than their own local culture. Students are more familiar with Korean dramas than their own folklore, K-Pop cultural hegemony has been able to dominate the world's creative industries and reduce the demand for local cultural products. Developments in technology and internet access have made it easier for people to be exposed to foreign cultures which can threaten the existence of localities and weaken national culture and identity if not balanced by strengthening cultural resilience.

The Director General of Ministry of Education and Culture of the Republic of Indonesia appealed to preserve regional literary and cultural heritage at the General Lecture of Indonesian Cultural Congress 2018. Prof. Wardiman emphasized the importance of preserving literary and cultural heritage in the form of texts as a national identity and authentic evidence of the early historical records of its time. As the former Minister for the 1993-1998, he assessed that in the process of preserving literary and cultural works we have faced various challenges. Among them, the lack of awareness to keep archives or documentation that represents historical facts or cultural evidence in the past, as well as the lack of programmed research to collect manuscripts of literary and cultural heritage. For this reason, it is necessary to carry out cultural preservation efforts, especially in the form of digitizing local literary works.

Cultural preservation in the digital world can be done several approaches. One way is through learning process in the classroom. Students, as agents of change of the nation, are important agents to apply this approach as part of learning in the classroom. Students will not only learn about the importance of writing literature but also are given active learning experiences on how to love, appreciate and protect their local culture passed down from their ancestors by utilizing existing technological advancements. As a cultural heritage, local literary works must be maintained and preserved so they can be passed on to the next generation as national identity, and characteristics because they contain moral and life values. This is important so that students are not easily influenced by outside cultural hegemony.

The project for digitizing local literary works in this study, is focused on folklore, which will be applied to semester IV students of the 2021/2022 in the English Drama course. Apart from

studying literary theory, students are also expected to be able to narrate local folklore in English and produce it in digital form to make the content more interesting for the wider community.

Archiving through the digitization of local literature can preserve and maintain the local culture for future generations in the digital world, therefore the next generation can enjoy and learn from it. Learning through local folklore can also instill an attitude of love for national culture and strengthen student character, making them more competitive. Therefore, this research was held to answer the opportunities and challenges of today's era. The purpose of this research is to describe the application of digitizing folklore by students of English and Literature Department and to find out the students' responses to the project.

LITERATURE REVIEW

There are several previous studies that discussed the digitization of manuscripts and cultural preservation efforts. The latest study was by Kadek Angga Dwi Astina entitled *"Menciptakan Buku Dongeng Digital sebagai Upaya Mempertahankan Tradisi Mendongeng di Era Modern"* (2020). This research analyzed the study case of some content creators who have created digital storytelling books as part of an innovation for keeping the storytelling traditions. The conclusions obtained were that digital fairy tales contain a lot of values such as character. In addition, through innovation it's able to provide new experiences that are not obtained from ordinary books. Another research was conducted by Hadira Latiar entitled *"Preservasi Naskah Kuno Sebagai Upaya Pelestarian Budaya Bangsa"* (2018). This study aimed to combine the concept of ancient manuscripts and conservation efforts. In particular it explained about the concept of the problem and form of preservation that can be done. The approach used was descriptive qualitative method. The research result showed that the preservation of ancient manuscripts is considered very important as an effort to preserve the nation's culture. There are 2 aspects in manuscript preservation, namely physical text preservation consisting of conservation and restoration actions. Text preservation consists of digitization activities, cataloging, philological research and codexology.

Another research was conducted by I Ketut Dharsana, et al. titled "*Digitalisasi Cerita Rakyat dalam Rangka Pelestarian Budaya Berbasis Aplikasi Mobile*" (2016). This research has several objectives, namely to 1) explore Balinese folklore so that it can be widely disseminated; 2) provide education for Indonesian children through folklore with moral values; 4) prevent the extinction of Balinese folklore. There were three stages in this research; first, development of a prototype system, through the provision of multimedia information about the folklore that developed in the community consisting of illustrations, images, text, sound and video; second, development of mobile and web applications for folklore story content; third, evaluation of implementation carried out in the second year both in terms of system and its impact as an effort to preserve the culture of the people in Bali. The research method used was development research.

As for this research, it is significantly different from the three previous research, especially because it was conducted with university students as the research participants and the objectives

were to digitize the local folklore by producing animated video and to evaluate the students response to the project as part of learning process and preserving it from cultural disruption.

RESEARCH METHOD

This research used mixed methods as the most appropriate choice to collect complex data that quantitative or qualitative alone will not sufficiently answer the research questions. The basic assumption of mixed method research is that the combination of quantitative and qualitative approaches, instead of using a single approach will provide a better understanding of the research problem (Creswell, 2012). Using mixed methodology can help combine different approaches allowing the researcher to design research questions within the context and parameters of their study (Johnson and Onwuegbuzie, 2004).

This research also used the Active Learning approach. This method combines theory and practice. As stated by Jan Wrenn and Bruce Wrenn that using active learning improves the integration of theory and practice in the classroom. This activity is followed by using activity instructions involving certain activities for students and thinking about what they are doing (2009). This component enables student activities to clarify, question, consolidate, and provide new knowledge (Meyers & Jones, 1993).

The subjects or population of this study were students of semester IV class AG 2/3 of 2021/2022 Academic year, majoring in English and Literature Department, Faculty of Adab and Humanities, UIN Alauddin Makassar. The object of research is English Drama Course. The research was conducted for approximately one semester (6 months). To answer research questions the data collection technique was observation, discussion and interviews. The data was analyzed in accordance with the opinion expressed by Sugiyono (2010) that data analysis is a process of systematically searching for and compiling data obtained from the results obtained through interviews, field notes, and documentation, namely by organizing data into categories, synthesizing, arrange into patterns, choose which ones are important and which will be learned, then make conclusions.

FINDING AND DISCUSSION

English Drama is one of the courses which characterizes some literary activities. This year, the project for its students was to produce an animated video. Animation video becomes the option because it is easy to enjoy by many people. Therefore, the students were directed to create animated drama containing local folklore of South Sulawesi. The results of the implementation of this project can be seen from the output itself, in the form of animation video and evaluations obtained from the interviews and surveys from the students involved. The process can be explained as follows.

A. The Process of Implementing the English Drama Project

The subjects or population in this study were 12 students of class IV AG 2 & 3 who specifically chose the animation project for their final. The whole process was carried out in three

stages namely the preliminary study (preparation), model application (exercise & video producing) and the evaluation stage.

1. Preliminary Study Stage

The initial stage was conducted for the first seven weeks of class meetings. This stage includes preparation and initial observations related to students' understanding of the final project. The research subject was given an explanation about the animation video project. At first, the students were confused because they didn't have experience and had no skills in making animation videos. Even so, the researcher tried to motivate them and gave some overviews of what will be done in this project and why this is important to do.

Animation video is a contemporary way and follows today's trends which relies on technology, utilizing various platforms, such as YouTube and a large selection of video editor features that can be used. Even without prior knowledge, with the various video maker tutorials on YouTube, an amateur can become animator. By uploading their work on YouTube, they could get a lot of viewers, which of course could be benefit for them. Their work will be eternal and stored in cyberspace and in an instant can be accessed by the whole world. Being a content creator is a profession that is currently growing rapidly when during a pandemic people are forced to stay at home and seek for online entertainment. Many people today have a new hobby, such as surfing in cyberspace, which is almost without social restrictions or barriers as long as they have internet network, mobile data, and gadgets. Without mastery of technology, we will be left behind.

In the preliminary stage interviews were also conducted with the students through sa few questions about the importance of cultural preservation. All students answered that it is important to protect the local culture so it would not become extinct. The next question is, do they know any folktales from their region? Most of them answered no. They only know popular folktales from their regions such as Sangkuriang from West Java or Disney fairy tales. Students were not familiar with local folklore, that is why it is important to do this project so the students can relate to their own local culture and stories.

2. Implementation Stage

The second stage of this project was the implementation which includes selecting folklore, practicing and making animated videos. The animation team was given the trust to organize their project, from choosing their folklore and its characters, rewriting the script organizing the training schedule, until coordinating the dubbing and production of the animated video. The animation team was directed step by step of what they had to do and prepare. In the classroom, the researcher also provided students with an understanding of how story scenarios should work. Through this method students could be more actively involved in the learning process which is in line with the "active learning" approach. Students do not just sit and listen to the lectures but they become the creators and innovators.

The selected manuscript entitled *The Legend of Wandiudiu*. After writing the manuscript, the students rehearsed for three weeks, at the 8th until the 10th meeting. The researcher participated

in the reading rehearsal and corrected several errors found along the process, especially to ensure the audience would understand the story later. Reading is the process of getting into character assuming their respective roles, to get an immersion of the role of each player. Reading started from the first line of the dialogue until the end of the story. Corrections (for dubber) in voice tone, intonation, pronunciation of English sentences and story harmony were also carried out during the rehearsal. The dubber must consider timing and rhythm, how they used tempo and rhythm to convey emotions of the character and storyline, distinguishing between the climax and resolution. There must be a difference in the tension. This part is crucial because it will affect the mood and emotions of the characters and the viewers, the harmony of conveying the content of the story, determines the tension or emotion of the story.At each meeting the students were supervised to ensure they can achieve their goals, to complete the project according to the target set. Students are given the opportunity to complete project up to the 16th meeting of the course. After various training processes, students then prepared to make animated video, sound recording and editing for completion during the last meetings.

At the end of the meeting the students produced an animated video that is 8.18 minutes long. The video was uploaded on YouTube under the title *The Legend of Wandiudiu*. After 13 days of publication, the video has been viewed 206 times and has 51 subscribers. The comments on the comments session also shown the high enthusiasm and appreciation for the creators, one of them wrote "*what a nice video with a great storyline, dubbing and animation*".

This animated video was to present a local story from South Sulawesi that anyone can enjoy. Even though it's not as perfect as professional videos, but this video is attractive, easy to understand and also contains moral values and life lessons. The images that are made are also interesting with a nice mix of colors and scene changes. As the result of work of amateur students, this animated video can be said to be successful.

3. Project Evaluation Stage

In assessing the success or failure of a project, an evaluation must be conducted. The result could be recommendations for the implementation for the next project, whether it can be continued in the future. At this stage the research data that has been obtained was collected, analyzed and evaluated. After completing the task, questionnaires were distributed to the research participants. This project has several functions needed for the development of students soft-skills, such as their English speaking and writing skills, and as a process for developing organizational management skills for students who have been able to coordinate activities through strong team performance.

As a team, the students have proven to present a neat and interesting animated video. Students dialogued, played roles in the video and created video that were expected to be useful to its viewers, especially as a way to preserve the local folklore. Thus, it can be concluded that their process as individuals and groups has succeeded in carrying out the final project according to the researcher's instructions. As a follow up, questionnaires were distributed to the 12 research subjects as the respondents to see their responses during the implementation of the project. Here are the results.

On the question: 1) Is it important to make cultural preservation efforts through literary activities? All 12 respondents answered "Yes" (100%). To essay question: 2) Why did you choose to take part in this animated video project and not the other project? Some of the respondents' interesting answers were: *"Because I am interested in the digital world, especially how we can make videos for children that can give lessons to the viewers."; "I am also interested in how a dubber can voice a character."* Their answers suggest that they chose this project because it was a new experience for them and they were excited to learn new things.

In addition, students were asked the following questions during the stages process: 3) During the implementation of the project, were you able to work well with your colleagues to complete this project? All respondents answered "Yes". This means that the implementation process could run smoothly because there was good cooperation between team members, and this is very important to complete a project. On question 4) Were the members doing regular rehearsal? The answer was also 100% "Yes". In addition, on question 5) Does each member work according to their respective duties and roles? All respondents answered "Yes". For question 6) about the obstacles encountered when working on this project? The answers received included:

> *Student I: "A little lack of communication, the computer had a bit of a problem before finalization";*
> *Student 2: "Adjusting rehearsal time";*
> *Student 3: "The computer was damaged and resulted in lost voice that has been recorded and had to re-record";*
> *Student 4: "It's hard to set a time to get together with one another's business. As a translator,*
> *my difficulty is the many revisions to adapt the translation to the dub so they don't find it difficult to read";*
> *Student 5: "The obstacles that I faced were mainly for myself who took part in dubbing. I had to practice*
> *adjusting the voice to the characters and how the situation as in the existing script."*

From these answers it can be seen that the obstacles encountered were common, especially regarding the use of technology. Technical problems sometimes occurred. Other than that, activities that involve many people in one group will definitely face obstacles in finding free time together to rehearse. Even so, there were also respondents who answered that there were no problems. The next question is after followed by 7) Does the lecturer provide solutions to the problems encountered? The answers received were all "Yes" 100%. Next 8) Does the lecturer monitor the progress of the project? All respondents answered "Yes" too. Then question 9) What do you think about this final project? Here are some interesting answers:

> *Student I: "Interesting, being creative in the digital world is suitable in this digital age";*
> *Student 2: "Very impressive because I know a lot about the world of dubbing.";*

Student 3: "This project could make students interested in choosing dubbing as a career because it is something new that can increase creativity";

Student 4: "Because this final is being held in collab with Class AG2, we can get to know each other and work together.";

Student 5: "This project wilk train us how to edit video and audio."

From the students' responses that were obtained the students seemec very satisfied and enjoyed this project. As expected, this project helped the students to increase their creativity and to work together with other classes to make it a success.

The next question, students were also asked: 10) Does this project benefit you personally? Explain, why!

Some of their answers:

Student I: "Very useful, adding knowledge, new friends, experience working with new people, and much more";

Student 2: "Yes, because while working a lot of new knowledge is obtained";

Student 3: "Yes, I can learn about ways to be a good and true dubber";

Student 4: "Useful because it gives experience and self-development";

Student 5: "Yes, because we can take a positive value in doing the task";

Student 6: "Very useful, because it can support the future that might lead to that field";

Student 7: "I can show the result of this project to my parents and my parents show it to my

younger siblings, a matter of pride for me.";

Student 8: "Yes, because it improved my skills in the field of editing";

Student 9: "Very useful, because I've never done anything like this before".

From these answers, we know this project has provided valuable experience for students.

The next important evaluation question is related to output: 11) Is the result/output (video) of this animated drama project useful for other people/the viewers? Explain why!

Some of the interesting answers include:

Student 1: "InshaAllah it will be useful, with educational values and moral values that are

expected to educate and entertain the viewer";

Student 2: "Yes, because it introduces culture";

Student 3: "The hope is that the animated video will provide benefits to everyone who watches it.";

Student 4: "Useful. This project has a moral messages for the viewer";

Student 5: "Yes, so that you know the values contained in the animation";

Student 6: "Very useful, because every work has a value that can be learned by others."

Student 7: "Yes, because Wandiudiu's story explains how to be grateful for something given
by the Creator.";
Student 8: "We can know one of the stories from Buton and apart from entertaining, there is also a moral message in it".

As expected, the results of this project benefited both the students and also the viewers as the animated video is now accessible on YouTube.

No less important is to get responses, criticisms and suggestions from the students. They suggested for a better teamwork and they hoped that this project will still exist in the future and will be better from today. Therefore, it can be concluded that in terms of the process and results of this final project succeeded in achieving its target, as well as the goals, especially because the animated video contains some moral values from local folklore.

CONCLUSION

Based on the discussion, it can be concluded that the implementation of the final English Drama project in the form of animated video has been successfully executed. This success can be seen from the implementation of the project in accordance with the targets and objectives of the implementation plan that have been set and approved by all students. The animated video is also accessible on the YouTube platform. Other positive responses can also be identified through student answers from the questionnaires in the evaluation process from the beginning to the end of the project. None of the students' responses negative comments or answers about the project.

The final approval came from the viewers comments. The 12 comments from the viewers were all showing appreciation and support for the student's work, so in this project has influenced the viewers as well. Even so, it is undeniable that there are still many shortcomings in the animated drama project, both from students and from the researcher (the lecturer). In the future, assistance from professionals in the field of animation video is needed who can guide students to produce better quality works. Students also need assistance in writing scripts and dubbing (dubbing) process intensely so that the English pronunciation can be displayed more naturally and correctly. Limited funds were also a challenge for the implementation of this project, good funding will certainly also produce better quality. Hopefully activities that can hone student creativity and various skills like this can continue to be developed, especially projects that have more benefits for many people, as part of efforts to preserve local culture from the threat of cultural disruption.

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