

Regional Language Education in the Era of the Industrial Revolution Era 4.0: An Idea About Education in the Techno-pedagogy Perspective

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Abstract. The problem in this study is the reduction of local cultural wisdom values, caused by the enormity of the wave power of globalization and technology that have a significant impact on human life in multidimensional dimensions, especially in the cultural dimension. This condition is further exacerbated by the non-optimal role and function of education that has not been able to be oriented towards efforts in giving birth to people who have self-identities as civilized creatures and understand their role in life as citizens of the world community, so it is not possible that this will bring a freezing effect on cultural values which exists. Therefore, there is a need for preventive and curative efforts to overcome these problems, through the revitalization of education, especially technology-based regional language education. Regional language education, needs to be oriented to use technology as an element of progress in the era of human culture. In addition, this is based on the reality of life today which has been in the era of the industrial revolution 4.0, when life has transformed massively in the digital dimension.

1. Introduction

The 21st century is a challenge which is a necessity and influences the flow of world change (Herlambang, 2018; Langran & Alibrandi, 2008; Nuryani, Abidin, & Herlambang, 2019), so that ideology is vulnerable to being reduced by the transformation of life that will affect the human paradigm in viewing human paradigms in viewing the reality of life partially and apart from the ideal values that have crystallized in the soul of an accomplished Indonesian nation. Society will be increasingly dragged and sunk by the currents and waves of 21st Century development. In other words, substantively is the loss of consciousness to serve the nation and culture. This implies that there is a tendency for people to adopt global culture as a value system that will be used as a foothold in life, so that it will cause several significant negative impacts on the Indonesian nation, namely the fading of national identity (Herlambang, 2015; 2018). This is consistent with the opinion of Tilaar



(2002), who revealed that adopting a global culture without a strong foundation of one's own culture meant that Indonesian people would lose their identity.

Based on the explanation above, Indonesia is a country that has cultural diversity. Cultural plurality shows that the Indonesian nation has a very complex cultural wealth. Each culture has essential characteristics that differ from one another (Mukama, 2014). One such culture is Sundanese culture. In its development, Sundanese ethnicity has been reduced by the current of globalization, this can be seen from the changes that occur in the patterns of life and perspective of Sundanese people. Not a few Sundanese people who have left the values of ethnic Sundanese wisdom because it has been regarded as something that is outdated and not in accordance with the times.

Based on these conditions, Sundanese culture has experienced a nadir that does not rule out extinction. One of the necessary preventive and curative efforts in addressing the situation, one of which is to reinterpret and revitalize the world of education that is not deprived of the cultural values of the Indonesian nation through a technology-based Sundanese language education program (Nurjanah, 2017), so education has the strength of internal logic, has the power of openness and flexibility in accepting the contribution of thought from external logic. However, in reality not a few educational institutions in every level, especially primary school education that ignores and even abandons local cultural values. This is one of the causes of the increasingly reduced local culture in the lives of future generations.

Education as an essential sector in human life, especially the Indonesian nation is an absolute requirement in building a high civilization, should be able to carry out its role and function in developing the quality of Indonesia's human resources (HR) that has adaptive and futuristic capabilities and is characterized by a cultural approach. This situation is important to understand in the development of education in the background of a dynamic social and cultural life that is based on the wisdom of the cultural values of the Indonesian people, so that education can carry out its function to maintain and maintain a cultural value system that aims to develop the character of Indonesian education people (Herlambang, 2018).

2. Discussion

Quality and dignified regional language education is a necessity that needs to be understood in full. This implies that local language education needs to be oriented towards efforts in equipping 21st century competence students, and building character education people who have self-identity. Implementation of education that is oriented towards achieving this can be done through the development of technology-based regional language education.

Technology integration in education refers to the use of computational-based communication that is incorporated into the learning process (Ghavifekr, & Rosdy, 2015). This is due to technology, being able to provide a dynamic and proactive teaching and learning environment (Dogan & Robin, 2008). The application of technology in education is a vital and urgent matter as well as a necessity that needs to be done in an effort to build a Digital Citizenship that has critical, creative, futuristic and characterless power without losing its identity as a cultured creature. The integration of technology in education, known as technoopedagogic (Herlambang, 2018).

Teknopedagogik as an approach to learning, has developed in various ICT-based learning models such as: CBI (Computer Based Instruction), CBT (Computer Based Training), Distance Learning, Distance Education, CLE (Cybernetic Learning Environment), Desktop Video Conferencing, ILS (ILS (Integrated Learning Syatem), LCC (Learner-Cemterted Classroom), Teleconferencing, WBT (Web-Based Training), and so on. The development is oriented not only to efforts to improve students' skills in technology, but also to efforts to improve other aspects, both cognitive, affective and psychomotor through the use of technology in learning. This means that technology must be able to become a medium in learning, which is able to improve students' multidomain skills, specifically to improve "higher-order thinking". In addition, the application of technology in learning, must be able

to build critical and positive attitudes of students in order to understand everything in life wisely, so as to be able to become a human who has a complete personality. Thus, the application of technology in learning aims to be able to shape personality or develop the character of students into humans that are expected in accordance with national education goals. This is not only one of the efforts of the technological literacy movement as one of the demands of the age of the 21st century, but more importantly an effort to carry out a humanitarian literacy movement (Herlambang, 2018). Thus, the development of technology becomes a media to form good citizenship and for the rise of social awareness.

In connection with the above, the technoopedic concept is a technology-based learning concept as a form of response to the challenges of today's technological life, especially in the context of the industrial revolution 4.0. The industrial revolution 4.0 has implications for world life values, especially in building a new society 5.0, as a concept of society built on the principles of Human Center and Technology Based. (Salgues, 2018). In addition, this is based on the development of each generation in life. The development of each generation has different characteristics in each generation. The current generation of life is known as the Millennial generation. Millennials generation is also called the "Langgas" generation, or generation Y. This generation lives in the advancement of technology, information, freedom of choice and others (Salpeter, 2005). Therefore, the Millennial generation is the generation that is very closely related to technology. Especially in the birth of other new generations, namely generation Z, Alpha and even Beta (McCrinkle, 2009)

Based on these explanations, thus technology-based learning is something that needs to be done. (Lee & Molebash, 2004a; 2004b; Salpeter, 2005; Dogan & Robin, 2008; Langran & Alibrandi, 2008). This is based on the principle of the relevance of life in the digital age and in the context of the development of the 4.0 Indonesian Industrial Revolution which demands that education must be oriented towards achieving 21st century competencies that are part of educational goals that cannot be abandoned. The industrial revolution 4.0 is a necessity as a form of transformation of the cultural values of human life in multi-aspects, towards digital space (Salgues, 2018). Therefore the implementation of education should be oriented towards efforts in equipping 21st century competence students, and building people who are characterized, have self-identity and understand their role as citizens of the world who have technological competence.

In connection with the above conditions, the revitalization of regional language education must be developed with transformative power, meaning that education is not only oriented with the aim of giving birth to cultured educational beings through internalization of the values of local cultural nobility, but also with 21st century competence (Mukama & Andersson, 2008; Zhang, 2013). Implementation of education that is oriented towards achieving this can be done through the development of technology-based Sundanese language education. Technology integration in education is the process of applying technology as a medium and a means of learning (Ghavifekr, & Rosdy, 2015). This is due to technology, being able to provide a dynamic and proactive teaching and learning environment. Furthermore, Ghavifekr, & Rosdy (2015) based on research that has been conducted revealed that technology-based learning is one of the main factors of success in achieving learning objectives. In addition, the use of ICTs in teaching and learning can improve students' learning abilities (Capan, 2012).

In connection with the above, the development of technology-based learning must be based on the values of cultural life of students, so that learning can run effectively and have an impact on the expected learning outcomes or goals. This is confirmed by the opinion of Mukama (2014) which reveals that changes in learning projects may be highly dependent on whether the technology is related to students' socio-cultural closeness, that is, considering the real physical, cultural, and contextual reality of the community. Technology integration in education is a very important thing to do, because technology is essential in the dynamics of cultural life today. However, in the implementation of technology-based learning today, constrained by the competence and

understanding of teachers who do not understand the importance of the application of technology in learning (Capan, 2012; Virkus, 2008; Zhang, 2013). Therefore, in its development and application, technopedic logic requires teachers as educators for literacy in technological development. This is certainly a manifestation of the attitudes and adaptive skills of teachers in life in the digital age (Carano, 2019; Herlambang, 2018).

Based on the foregoing, the effort to produce educational people who have 21st century competence and culture is one of the agendas and missions of education, especially regional language education through innovation. This is a manifestation of academic responsibility and moral responsibility of teachers as true educators who are not only able to give birth to students as civilized humans, but also give birth to students as humans who understand their role as citizens of the world community. In addition, this is based on life in the digital age which has made technological progress an important part of culture. This effort is one form of innovation and cultural literacy program that is expected to be able to help the realization of quality regional language education to give birth to people who are adaptive and have 21st century cultural competencies. Besides that, in the perspective of Sundanese culture, this is a manifestation in the efforts of Nngigelan and nngigelkeun era.

3. Conclusion

Based on the results of the study it can be concluded, that efforts to preserve cultural values in the revolutionary era 4.0, related to the use of media technology in education. This is a strategic step in the context of the dynamics of life in the era of the Industrial Revolution 4.0, as a manifestation of the adaptive and futuristic ability to change the times that must be done. The birth of a new society 5.0 as an impact of the industrial revolution 4.0 is a necessity that we need to greet wisely. Massive change is nothing but the change in life into digital space. Therefore, education must be able to equip students with complete competence that cannot be separated from the values of the times, in particular is the ability / technology literacy.

Related to the above, in the context of regional language education, education is not only narrowly understood by orienting efforts in equipping students with knowledge and mastery of regional languages, but more importantly oriented towards internalizing cultural values comprehensively as an effort to build self-identity learners. In addition, in the implementation of regional language education, it is necessary to integrate technology as a medium or effective means in the learning process. This is important to understand because technology is part of the cultural elements that are inseparable in life.

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