

Utilization Of Social Media As A Learning Media For Promoting Sampit Language

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Abstract. Nowadays, social media not only functions as a medium for self-promotion and socializing. The emergence of many social media-based learning platforms opens up opportunities for the development of learning media. Social media is liked by all groups, easily accessible and inexpensive to become its strength, so it is very strategic if used as a learning medium. Sampit language itself is a language that is owned by one of the Dayak tribes in Central Kalimantan. Some facts on the ground show that the existence of the Sampit language is currently under threat. Through the use of social media as learning media, the Sampit language has begun to be looked at again by young people. Social media used as learning media here are Instagram and YouTube channel and learning material that is packaged in the form of videos and images. The research aimed at knowing the utilization of social media for promoting social media. The type of research used in this study is quantitative descriptive research, with data collection methods using questionnaires and observations. The results of this study indicate that the use of social media can increase the popularity of the Sampit language.

1. Introduction

Nowadays, almost everyone knows social media. From teenagers to adults, they are familiar with social media. It can even be said that today's life cannot be separated from social media. It's not a strange sight to meet a group of young people who are gathering, but each of them is busy with their gadgets and social media. For young people, social media has become the main source of information. From a study titled in 2014, it was found that 30 million children in Indonesia use digital media as the main channel for communication and 80 percent of respondents are internet users [1]. Whereas active social media users in Indonesia in 2019 reached 150 million and mobile social media users reached 130 million. [2].

For the education world, this data can be a threat and an opportunity. Threats because of the challenges of the education world will be more severe. Lots of negative influences that can damage the morale of the nation's children can be obtained easily through social media. But the opportunity is no less great. Social media can be an alternative medium for creating learning that is fun, inexpensive and easily accessible, and is not limited in space and time. Cultural shifts and technological advances are inevitable, but there need to be adjustments so that it provides benefits to the world of education. The



utilization of social media into learning media is now widely practiced. Some learning accounts are starting to emerge and are becoming the latest learning media trends. Based on the author's observations, most learning accounts are foreign language learning. As for the learning of local languages, it is still lacking, compared to the number of local languages that Indonesia has. Besides, the threat of extinction of local languages is one of the important issues at this time. Sampit language is one of them.

Sampit language is one of the Dayak sub-languages in Central Kalimantan Province. At the moment, Sampit speakers are very rare, especially among young people. This condition has caused concern for some parties, including the older generation and Sampit community figures. According to some references, Sampit is currently only spoken in a few regions [3]. Whereas in the City of Sampit itself the use of Sampit language is very rarely heard. Based on this background, the authors used social media to become learning media to introduce the Sampit language to the community, especially to the young generation.

2. Methods

The type of research used in this study is quantitative descriptive research [4], with data collection methods using questionnaires and observations. Observations were made by observing the development of the social media accounts used in this study, while the questionnaire was aimed at followers and subscribers of social media used as learning media of Sampit language.

3. Literature Review

Social media has been defined in different ways. Bryer and Zavatarro (2011) in [5] said that social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. In relation to the use of social media to promote something, Mangold and Faulds (2009) in [6] said that social media as a variety of new sources of online information that are created, initiated, circulated and used by consumers intent on educating each other about products, brands, services, personalities, and issues.

As stated in the background, today almost everyone knows social media, especially young people. Based on data reported by hootsuite.com about the use of social media in Indonesia in 2019, the average Indonesian spends 8 hours, 36 minutes to access the internet and 3 hours, 26 minutes to access social media. While the four most popular social media used are Youtube, WhatsApp, Facebook, and Instagram. Based on this, we agree with the opinion of Adamson (2012) who said that social media networking systems are an important tool for learning and should be used for this purpose more extensively [6]. Social media can be used as a medium for delivering messages from one person to another in the context of learning. The messages contain certain materials so others can learn them. Social media can be used as a tool to deliver the material. In the world of education referred to as learning media.

Theoretically learning media is a means of delivering messages from a teacher to students to achieve learning objectives. A broader definition is conveyed by Schramm [7], which is the technology used for learning. In addition to functioning as a teaching aid, instructional media are also useful in clarifying the material presented, overcoming limitations of space and time, arousing learning, stimulating students to learn, and facilitating independent learning. Attractive learning media are needed to teach or introduce something that is not important and left behind, such as regional languages.

Sampit language is one of the local languages in Indonesia. At present, the status is being threatened with extinction. Based on data in the field, Sampit language users only share a few places in East Kotawaringin Regency. Only a few villages in the districts of Baamang, Ketapang, Seranau, Kota Besi, Cempaga and Cempaga Hulu. Most speakers at this time are old, while many young people are shy and don't even know Sampit's language, especially in the City of Sampit. The Sampit language itself is a sub of the Dayak Ngaju language. The majority of speakers of the Dayak Sampit language live on the coast of the Mentaya river in Central Kalimantan. Even though it is a sub-part of Ngaju

Dayak, the Sampit language has its characteristics, namely recognizing the use of subtle and rude pronouns when talking to older people.

4. Results and Discussion

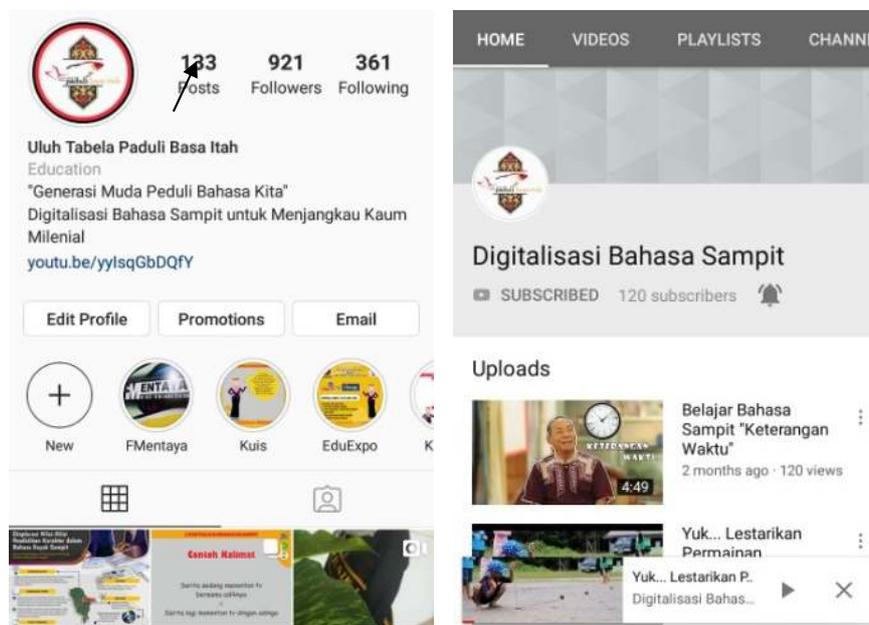
The social media used in this study are Instagram and YouTube. We chose this social media is because these two media are being used by many young people in Sampit. We created some content to introduce Sampit to young people, starting with the most basic material. The content created in the form of images, videos, and exercises on each sub material. Through these contents, followers can get to know and learn their Sampit language wherever they are.

4.1. Positive Responses of Followers

Followers who follow the Sampit language Instagram account are quite enthusiastic about following each content presented. Their enthusiasm can be seen from the number of likes on each uploaded content. Besides, when evaluating learning material, many followers participate to give answers. Another positive response is the support delivered through the comments column or also direct messages.

4.2. The number of Followers on Social Media Accounts continues to grow

Our social media accounts are @paduli_basa_itah (Instagram) and Digitalisasi Bahasa Sampit (YouTube). This account continues to grow in the number of followers. At present we have 921 followers on Instagram, and 120 subscribers of YouTube channel. This indicates that Sampit language began to appeal to many people



Picture 1. Social Media account for promoting Sampit Language

4.3. Questionnaire Results

After doing the learning process through social media, we distribute questionnaires to followers. The results obtained are presented in the following table:

Table 1. Formatting sections, subsections, and subsubsections.

No	Questions	Result (%)		
		Yess	Seldom	No
1.	Knowing the Sampit Language from learning on social media	64	31	5
2.	Interested in Sampit Language because of learning from Instagram	83	13	4
3.	Interested in Sampit Language because of learning from YouTube	80	17	3
4.	Sampit Language Learning from social media motivates to get Sampit language	84	15	1
5.	Liked the Sampit language learning program through social media	96	1	3
6.	The desire arises to preserve the Sampit language after learning the Sampit language from social media	93	1	6
Mean		83	13	4

The answer to the questionnaire that is distributed to followers is very good. An average of 83% gives a positive answer to social media-based Sampit language learning. 63% of new followers know the Sampit language from the content that we created. Furthermore, 93% of followers want to preserve the Sampit language after learning the Sampit language.

5. Conclusion

From the results and discussion above the researcher concludes that utilizing social media as learning media can increase the popularity of the Sampit language. The increasing popularity of the Sampit language can be seen from some positive responses on social media accounts, an increase in the number of followers and subscribers as well as the results of the questionnaire.

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