

## Tutorial on Ancient Manuscript Reading Techniques for Junior High School Regional Language Teachers in South Sulawesi

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### ABSTRACT

*This community engagement program conducted by Hasanuddin University's Faculty of Cultural Sciences focuses on enhancing the teaching competencies of regional language teachers in South Sulawesi, particularly those teaching the Bugis language at the junior high school level. In collaboration with the Association of Regional Language Educators of South Sulawesi (PPBDI), the program introduced techniques for utilizing ancient manuscripts, such as the Lontaraq texts, as a teaching resource. Through lectures and hands-on workshops, participants were equipped with methods to incorporate cultural and literary heritage, including insights from La Galigo, into their curricula. The initiative aimed to foster literacy and cultural appreciation among students while providing teachers with tools to create engaging educational materials. Key outcomes included increased teacher understanding of Bugis cultural values documented in ancient texts, alongside strategies to encourage student engagement with traditional literature. This program highlights the sustainable integration of local heritage into modern educational practices.*

## INTRODUCTION

Community engagement programs led by Hasanuddin University have a long-standing history and are continuously evolving to maximize their impact. Despite the program's success, ongoing improvements in field implementation remain a priority. Evaluations of both government-funded and internally funded community service grants at Hasanuddin University highlight the need for more integrated and comprehensive initiatives. One such initiative is the Integrated Community Engagement Program (PMT-PS), which aims to address specific societal needs in a problem-solving, meaningful, and sustainable manner.

The PMT-PS of the Regional Literature Program collaborated with the Association of Regional Language Educators of Indonesia (PPBDI) in South Sulawesi Province to conduct a tutorial on ancient manuscript reading techniques. This program targeted junior high school teachers specializing in the Bugis language, who are part of PPBDI's network. The program's objectives included improving the teaching skills of Bugis language teachers by introducing them to *Lontaraq* manuscripts as a teaching resource. This approach aimed to not only enhance students' literacy skills but also deepen their understanding of Bugis cultural heritage and traditional values documented in ancient texts such as *La Galigo* and *Lontaraq Attoriolong*. By integrating cultural heritage into teaching practices, this program seeks to enrich the educational process while fostering collaboration with PPBDI South Sulawesi. This paper discusses the implementation, outcomes, and broader implications of this community engagement initiative.

## LITERATURE REVIEW

This is relevant to the goals. The use of cultural heritage in education has been widely recognized as a means to promote literacy and cultural awareness. In the context of regional languages, ancient manuscripts serve as valuable resources for integrating traditional knowledge into modern curricula. Manuscripts like the *Lontaraq* and *La Galigo* are significant repositories of Bugis cultural heritage, encompassing history, literature, and moral values (Rahman et al., 2018). These texts not only reflect the Bugis people's worldview but also act as encyclopedic records of their traditions and societal norms.

Research highlights that the integration of cultural heritage materials, such as *La Galigo*, into teaching practices can enhance student appreciation for local literature and cultural values (Akhmar, 2020). Teachers play a pivotal role in bridging the gap between traditional texts and contemporary learners, emphasizing the need for their capacity building through targeted training programs. This aligns with findings by Mustika et al. (2018) and Sadikin et al. (2021), which stress the effectiveness of

combining classical and individualized teaching approaches in professional development activities.

Despite the potential benefits, challenges persist in utilizing ancient manuscripts in classroom settings, including the need for transcription and translation from traditional scripts to modern languages. Additionally, teachers require adequate knowledge and skills to interpret and adapt these manuscripts into engaging teaching materials. Programs like the Integrated Community Engagement Initiative provide a platform for addressing these gaps by equipping teachers with practical tools and strategies to incorporate cultural heritage into their teaching practices.

This literature review underscores the importance of leveraging cultural texts like *Lontaraq* to preserve heritage and foster educational innovation. The current study builds on these insights by examining the implementation and outcomes of a tutorial designed to empower Bugis language teachers in South Sulawesi with ancient manuscript reading techniques.

## RESEARCH METHOD

The research employed a community-based participatory approach, integrating both classical and individualized methods to enhance the teaching competencies of Bugis language teachers at the junior high school level in South Sulawesi. The program was conducted at SMP Negeri 2 Maros on December 12, 2024, in collaboration with the Association of Regional Language Educators of Indonesia (PPBDI). The participants comprised Bugis language teachers from various junior high schools across South Sulawesi, all of whom are members of PPBDI. These educators were chosen for their direct role in implementing the teaching techniques introduced during the program.

The program was implemented in three main stages: **Preparation Stage:** This phase involved organizing logistical requirements, coordinating with resource persons, and preparing teaching materials. Key speakers included Prof. Dr. Nurhayati Rahman, Dr. Andi Muhammad Akhmar, and Prof. Dr. Muhlis Hadrawi, who are experts in Bugis literature and cultural heritage. **Implementation Stage:** The training combined classical lectures with individual mentoring. The lectures provided theoretical foundations, including an introduction to *La Galigo* as an encyclopedic source of Bugis culture and strategies to use *Lontaraq* manuscripts as teaching tools. The mentoring sessions allowed teachers to develop and adapt teaching materials using ancient manuscripts. **Evaluation Stage:** Post-training, participants engaged in a discussion and Q&A session to reflect on the knowledge gained. Feedback was collected to assess the relevance and applicability of the materials provided.

Data were collected through direct observation, participant feedback forms, and session recordings. Observations focused on participant engagement and the effectiveness of the teaching approaches. Feedback forms captured participants' understanding, satisfaction, and suggestions for future programs. Qualitative data from feedback and observations were analyzed to identify recurring themes and evaluate the program's impact. The analysis focused on participants' ability to utilize *Lontaraq* manuscripts in their teaching practices and their perception of the program's effectiveness. This structured approach ensured a comprehensive assessment of the program's implementation and its contribution to the professional development of Bugis language educators.

## RESULT AND DISCUSSION

The implementation of the community engagement program on ancient manuscript reading techniques for Bugis language teachers in South Sulawesi yielded several key outcomes. The program was carried out successfully, engaging participants from various regions and receiving positive feedback for its relevance and practicality. The results and their discussion are summarized below:

During the preparatory stage, significant efforts were made to ensure smooth execution. Communication with stakeholders, including SMP Negeri 2 Maros and PPBDI, was critical in aligning objectives and logistics. The collaboration with resource persons ensured the availability of high-quality teaching materials, covering cultural and pedagogical aspects of *Lontaraq* manuscripts. The thorough preparation phase contributed to the program's effectiveness. Clear communication and detailed planning ensured the delivery of content relevant to the teachers' needs. Previous studies (Mustika et al., 2018; Sadikin et al., 2021) have shown that well-structured preparation is a key determinant of success in training programs, particularly in addressing specific educational challenges.

The training involved lectures from three experts, each addressing distinct aspects of *La Galigo* and its integration into teaching materials:

- Prof. Dr. Nurhayati Rahman discussed *La Galigo* as an encyclopedic source of Bugis culture.
- Dr. Andi Muhammad Akhmar provided strategies to enhance students' appreciation of *La Galigo*.
- Prof. Dr. Muhlis Hadrawi introduced practical models for incorporating *La Galigo* into classroom learning.

The combination of classical lectures and individual mentoring allowed participants to grasp theoretical concepts and apply them practically. Teachers developed lesson

plans utilizing *Lontaraq* manuscripts, with a focus on language, literature, and cultural values.

## Discussion

The use of interactive and hands-on methodologies proved effective in enhancing participant engagement. The participants expressed appreciation for the unique insights and practical approaches presented during the program. The combination of traditional and modern pedagogical techniques addressed the dual challenges of preserving cultural heritage while meeting contemporary educational needs. Feedback collected during the evaluation phase highlighted the program's impact. Participants reported increased confidence in using ancient manuscripts as teaching resources. They also valued the access to references and materials, such as transliterated editions of *La Galigo*, which were shared during the program.

The feedback underscores the significance of providing educators with adequate resources and training to integrate cultural heritage into their teaching practices. This aligns with the findings of Akhmar (2020), who emphasized the importance of equipping teachers with tools to promote cultural literacy among students. While the program was successful, participants identified challenges, such as limited access to additional *Lontaraq* manuscripts and the need for follow-up training. Future programs should focus on addressing these challenges by expanding access to cultural resources and providing continuous professional development opportunities. Addressing these challenges is crucial for ensuring the sustainability of such initiatives. Building partnerships with libraries and cultural institutions could enhance resource availability, while ongoing training programs would support teachers in continuously refining their skills.



The illustration above depicts the presentation of materials by the speakers to participants, focusing on the use of ancient manuscripts (*Lontaraq*), particularly *La Galigo*, in regional language teaching at schools. Following the presentation, the first speaker, Prof. Dr. Nurhayati Rahman, M.S., delivered a lecture on the universal insights of *La Galigo*. She emphasized to the Bugis language teachers, who attended from various districts, that *La Galigo* serves as an encyclopedic resource on Bugis culture, encompassing nearly everything there is to know about the Bugis people.

The second speaker, Prof. Dr. Muhlis Hadrawi, S.S., M.Hum., explained how regional language teachers could utilize *La Galigo* manuscripts as source material for developing teaching content in schools. He provided examples of how specific topics could be adapted into engaging and accessible readings for students, covering aspects of language, literature, history, and Bugis culture.

The third speaker, Dr. Andi Muhammad Akhmar, discussed methods to enhance students' appreciation of *La Galigo* as a literary work. He focused on the importance of incorporating *La Galigo* into literary education to inspire students to create poetry, prose, and other creative works.

After the presentations, a Q&A session allowed participants to interact with the speakers. The participants enthusiastically asked questions, reflecting their interest and the relevance of the program in enriching and developing regional language teaching materials. Finally, the program concluded with the distribution of reference materials provided by the speakers. These included information on available literature about *La Galigo* and instructions on how to access published editions of *La Galigo* manuscripts. These editions, which have been transliterated from the traditional *Lontaraq* script into Latin script and translated from the Bugis language into Indonesian, currently include four published volumes out of a total of 12 planned volumes of the NBG Boeg.188 manuscript.



The closing activity of the community service program was a group photo session as documentation of the community service activities conducted at SMP Negeri 2 Maros, located at Jl. Ratulangi, Allepolea, Lau District, Maros Regency.

## CONCLUSION

The Community Service Program through the *Tutorial on Ancient Manuscript Reading Techniques* conducted at SMP Negeri 2 Maros has successfully enhanced the understanding and skills of Bugis language teachers, particularly in utilizing ancient manuscripts like La Galigo as learning material. With the active involvement of competent speakers, participants were able to grasp the cultural and literacy values embedded in these manuscripts.

This activity also emphasized the importance of collaboration between universities and educational communities, such as PPBDI South Sulawesi, in bridging the preservation of local culture with innovations in teaching. The enthusiasm of the participants, supported by teaching materials and reference literature, demonstrates the significant potential of using ancient manuscripts to foster cultural appreciation among students. As a follow-up, similar activities are expected to continue and expand their reach to provide broader benefits for other language teachers and the educational community as a whole. This initiative serves as a strategic effort to preserve local culture and improve the quality of education in schools.



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