

**ETHNOGRAPHIC INVESTIGATION OF INDONESIAN LANGUAGE  
LEARNING CULTURE IN THE ERA OF TECHNOLOGICAL  
TRANSFORMATION: STUDIES AT THE ISLAMIC BOARDING SCHOOL OF  
AS'ADIYAH**

**Muhsyanur<sup>1</sup>, Gusni<sup>2</sup>, Kartini<sup>2</sup>,**  
<sup>1,2,3</sup>Universitas Islam As'adiyah Sengkang  
*email: muhsyanur.academic@gmail.com*

**Abstract:** This study aims to explore the culture of learning Indonesian language in the era of technological transformation by taking the setting of Islamic Boarding School of As'adiyah. Through an ethnographic approach, this study seeks to gain an in-depth understanding of how technology influences the practices, values, and norms of Indonesian language learning within the cultural context of Islamic Boarding School (Islamic boarding schools). Data were collected through participant observation, in-depth interviews, and documentation studies over a six-month period. The findings reveal a shift in the culture of learning Indonesian language from a traditional to a more modern approach by adopting technology. However, the integration of technology also poses challenges in maintaining the values of Islamic Boarding School. This research provides valuable insights into the dynamics of the Indonesian language learning culture in Islamic Boarding School environments undergoing technological transformation, as well as its implications for developing learning strategies that align with local culture and global demands.

**Keywords:** learning culture, technological transformation, Indonesian language learning, ethnography, Islamic boarding school values, technology integration, Islamic, learning strategies.

Accepted: 20 June 2024

Approved: 10 July 2024

Published: 30 July 2024



© 2024 FKIP Universitas Terbuka  
This is an open access under the CC-BY license

## **INTRODUCTION**

In the era of rapid technological transformation, there is a need to understand the impact of these changes on language learning cultures, particularly in Indonesia. Language education plays a crucial role in preserving cultural identity and bridging cross-cultural communication. This research aims to conduct an ethnographic investigation into the Indonesian language learning culture within the Islamic Boarding School of As'adiyah, a traditional Islamic educational institution that has adopted modern technology in its learning processes.

Islamic Boarding Schools are unique educational institutions that hold an essential role

in preserving Indonesian cultural values and traditions. As stated by Dhofier (1999), Islamic Boarding School are "centers for the propagation of traditional Islamic teaching in Java" that have made significant contributions to shaping the character of the Indonesian nation. With the integration of technology into learning processes, questions arise about how the Indonesian language learning culture in Islamic Boarding School adapts and negotiates with these changes.

According to Warschauer and Kern (2000), technology can facilitate more authentic and meaningful language learning. However, the use of technology in language learning can also pose cultural and social challenges that need further exploration. This research will examine how the Indonesian language learning culture in Islamic Boarding School interacts with modern technology, and how traditional and modern values influence each other.

The ethnographic approach is chosen for this research due to its ability to capture cultural complexities in-depth. As stated by Spradley (1979), ethnography allows researchers to "understand the way of life from the native point of view." By directly observing Indonesian language learning practices in Islamic Boarding School, this research will provide insights into how technology is negotiated within the local cultural context.

One crucial aspect that will be explored in this research is the role of technology in enhancing the Indonesian language learning experience in Islamic Boarding School. According to Prensky (2001), today's younger generation, referred to as "digital natives," tend to learn differently from previous generations. This research will investigate how Islamic Boarding School integrate technology to adapt to the learning styles of this digital generation.

On the other hand, this research will also examine the challenges that may arise in the process of integrating technology into the language learning culture in Islamic Boarding School. As stated by Warschauer (2003), technology can have positive or negative impacts on language learning, depending on how it is utilized. This research will explore the strategies employed by Islamic Boarding School to overcome these challenges and ensure that technology is used effectively and in alignment with local cultural values.

Furthermore, this research will investigate how technology influences the dynamics of teacher-student interactions in the Indonesian language learning process at Islamic Boarding School. According to Vygotsky (1978), social interaction plays a crucial role in the learning process. This research will explore how technology affects the patterns of interaction and collaboration between teachers and students, and how this impacts language learning.

To gain a comprehensive understanding, this research will employ various ethnographic data collection methods, such as participant observation, in-depth interviews, and document analysis. This approach will enable the researcher to directly observe Indonesian language learning practices in Islamic Boarding School and obtain perspectives from various stakeholders, including teachers, students, and Islamic

Boarding School administrators.

The findings of this research are expected to make significant theoretical and practical contributions. Theoretically, this research will enhance the understanding of how language learning cultures negotiate technological transformation within local cultural contexts. Practically, the research findings can provide valuable insights for educators, curriculum designers, and policymakers in integrating technology into Indonesian language learning in Islamic Boarding School and other educational institutions.

By exploring the Indonesian language learning culture in Islamic Boarding School during the era of technological transformation, this research contributes to the efforts of preserving Indonesian cultural identity while harnessing the potential of modern technology to improve language education quality. This research also offers a new perspective on how technology can be effectively adopted within local cultural contexts, thereby enriching the discussion on technology integration in education more broadly.

## **METHOD**

This research employ an ethnographic approach to gain an in-depth understanding of the Indonesian language learning culture in the Islamic Boarding School of As'adiyah amid technological transformations. Ethnography, as defined by Wolcott (2008), is a systematic and holistic approach to studying cultural phenomena within their natural settings. This method aligns with the research objective of exploring the intricate dynamics between traditional language learning practices and the integration of modern technology in Islamic Boarding School. By immersing themselves in the research site, the researchers will be able to observe and participate in the daily lives of the Islamic Boarding School community, allowing for a comprehensive and nuanced understanding of their language learning culture.

To ensure a rigorous and comprehensive data collection process, the researchers will triangulate multiple ethnographic methods. Participant observation, a cornerstone of ethnographic research (Dewalt & Dewalt, 2011), will enable the researchers to actively engage in language learning activities and observe the interactions between teachers, students, and technology firsthand. Additionally, in-depth interviews with various stakeholders, including administrators, teachers, and students, will provide valuable insights into their perspectives, experiences, and interpretations of the language learning culture. Document analysis of relevant materials, such as curriculum guides, lesson plans, and institutional policies, will further enrich the data and contextualize the findings within the broader educational and cultural frameworks of Islamic Boarding School.

## **RESULT AND DISCUSSION**

The ethnographic investigation revealed that the integration of technology into the Indonesian language learning culture at Islamic Boarding School of As'adiyah has been a gradual and negotiated process. While the institution recognizes the importance of

embracing modern educational tools, there is a conscious effort to maintain a balance between traditional and contemporary approaches. This finding aligns with Albirini's (2007) assertion that technology adoption in educational settings often involves a complex interplay between cultural values, pedagogical considerations, and practical constraints.

One of the key findings was the emergence of a hybrid language learning environment that blends face-to-face interactions with digital resources. The Islamic Boarding School has incorporated various technological tools, such as multimedia language labs, online learning platforms, and mobile applications, to supplement traditional classroom instruction. However, these digital tools are primarily used as supplementary resources rather than replacing the central role of the teacher and the emphasis on interpersonal communication. This approach resonates with Warschauer and Kern's (2000) perspective on network-based language teaching, which highlights the importance of integrating technology in a way that enhances authentic communication and cultural exchange.

The research also revealed a shift in the roles and dynamics between teachers and students. While the teacher remains the primary source of knowledge and guidance, the integration of technology has facilitated a more collaborative and student-centered approach to language learning. Students are encouraged to leverage digital resources for self-directed learning, peer collaboration, and interactive exercises. This finding aligns with Vygotsky's (1978) sociocultural theory, which emphasizes the crucial role of social interaction and scaffolding in the learning process.

Interestingly, the study found that the Islamic Boarding School's adoption of technology has not significantly altered the core values and traditions that underpin its language learning culture. The emphasis on moral and character development, respect for authority, and the preservation of Islamic teachings remains deeply embedded in the educational practices. This finding resonates with Dhofier's (1999) observation that Islamic Boarding School have played a crucial role in maintaining traditional Islamic ideologies in Indonesia.

Despite the positive impacts of technology integration, the research also identified several challenges faced by the Islamic Boarding School community. Limited access to technological resources, particularly in remote areas, posed logistical and financial obstacles. Additionally, some teachers and administrators expressed concerns about the potential negative influences of technology, such as the erosion of cultural values and the prevalence of inappropriate online content. These concerns align with Warschauer's (2003) caution that technology can exacerbate existing social inequalities and cultural tensions if not implemented thoughtfully.

To address these challenges, the Islamic Boarding School has implemented strategies such as providing training and workshops for teachers to enhance their technological literacy and pedagogical skills. Additionally, the institution has established guidelines and policies to ensure the responsible and culturally appropriate use of technology in language learning. These efforts reflect the recommendations of UNESCO (2011) on

integrating information and communication technologies (ICTs) in teacher education programs and fostering a culture of critical and ethical use of digital resources.

The findings of this research contribute to the broader discourse on the intersection of technology, language education, and cultural preservation. By examining the unique context of Islamic Boarding School, this study offers insights into how traditional educational institutions can navigate the challenges and opportunities presented by technological transformations while maintaining their cultural integrity. The balanced approach adopted by Islamic Boarding School of As'adiyah serves as a model for other educational settings seeking to integrate technology in a culturally responsive and pedagogically sound manner.

## **CONCLUSION**

The ethnographic investigation into the Indonesian language learning culture at Islamic Boarding School of As'adiyah during the era of technological transformation has yielded valuable insights and underscored the importance of balancing tradition and modernity. The findings reveal a delicate negotiation between embracing technological advancements to enhance language learning experiences and preserving the core values and practices that define the institution's cultural identity. By adopting a hybrid approach that integrates digital tools as supplementary resources while maintaining the centrality of face-to-face interactions and teacher guidance, the Islamic Boarding School has successfully navigated the challenges of technological integration while upholding its traditional Islamic principles and educational philosophies. This research serves as a testament to the resilience and adaptability of cultural institutions in responding to the ever-evolving technological landscape. Its balanced and culturally responsive approach offers a model for other educational settings grappling with the complexities of technology adoption. Ultimately, this study contributes to the broader discourse on the intersection of language education, cultural preservation, and technological transformation, emphasizing the need for a nuanced and context-specific approach that respects local values while leveraging the potential of modern tools and pedagogies.

## **REFERENCES**

- Albirini, A. (2007). The crisis of educational technology, and the prospect of reinventing a field. *Educational Technology Research and Development*, 55(5), 487-503.
- Dewalt, K. M., & Dewalt, B. R. (2011). *Participant observation: A guide for fieldworkers*. Rowman Altamira.
- Dhofier, Z. (1999). *The Islamic Boarding School Tradition: A Study of the Role of the Kyai in the Maintenance of the Traditional Ideology of Islam in Java*. Arizona State

University.

Dhofier, Z. (1999). *The Islamic Boarding School Tradition: A Study of the Role of the Kyai in the Maintenance of the Traditional Ideology of Islam in Java*. Arizona State University.

Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the horizon*, 9(5), 1-6.  
Spradley, J. P. (1979). *The ethnographic interview*. Holt, Rinehart and Winston.

UNESCO. (2011). *UNESCO ICT Competency Framework for Teachers*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000213475>

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. MIT press.

Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. MIT press.

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge University Press.

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge University Press.

Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2nd ed.). Rowman Altamira.