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THE INTERNATIONAL CONFERENCE ON EDUCATION OF LANGUAGE, LITERATURE, AND ARTS IN DIGITAL ERA

Organized by
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The development of science and technology brings with them the development in all aspects of human culture. Language, as an important aspect in human culture, evolves, shifts, or change at the same time of the development of science and technology. In turn, language as a medium of literature and art (especially music and drama) is also evolving, shifting, or changing. This condition resulted in a new paradigm in the study of language, literature, and art. Twenty-first century teaching is no longer about the four walls of the classroom. There was a time when learners of language, literature and arts had to rely almost solely on what went on within those walls. But there was before the coming of the digital age. Now thanks to the internet and the advent of digital media, a shift is happening in language learning moves into a new era. As today's learners belong to the Digital Age, teachers also must adapt to use technology and multimedia based learning resources to impart the functional teaching of language, literature, and arts.

As a consequence, innovative methods of Teaching Language, Literature, and Arts, especially communicative approach are urgently needed as it is the language of modern technology. It has been best understood in academic world that teachers should cater to the needs and learning styles of their students with 'knowledge thirst', since present day learners with varied learning exposure outside the classroom too, will lose interest on the monopoly of a formal teacher. A modern teacher needs not only to have a thorough understanding of the present day curriculum but also all the various methodologies, their merits and demerits, and how and when to apply each of the technique for students. They need to personalize their teaching based on the student's stage of life, objectives, motivation and aptitude for languages. In addition to these, language/literature/arts educators should update their knowledge, skills and acquire mastery over the language/literature/arts to meet with the demands of globalization. Along with the real interest in modifying himself in accordance with the changing needs of language/literature/arts learning, if modern language/literature/arts teachers use precisely the latest language teaching tools, with the support of technology, they can teach the subject-matter effectively and facilitate the students towards the new- era language learning. In line with the condition, it was necessary to conduct the international conference on education of language, literature and arts in digital era.

This First International Conference on Education of Language, Literature and Arts (ICELLA) 2018 was held by the Department of Language and Arts Education,

Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin 27-28 July 2018 at Ario Barito Hotel Banjarmasin, South Kalimantan, Indonesia.

The theme of conference were represented by the keynote speaker and invited speakers in the following topics: (1) *Culture in Digital Era*, by the keynote speaker, Prof. Wahyu, M.S (Dean of Faculty of Teacher Training and Education, Lambung Mangkurat University Banjarmasin-Indonesia), (2) *Using Popular Culture to Optimize Indonesian as a Foreign Language (BIPA) Learning Contemplations and Experiences*, by Chistopher Allen Woodrich (Wikipedia Editor and Administrator and Candidate of Philosophy Doctor in Gadjah Mada University Yogyakarta-Indonesia), (3) *Researching Literature on the Internet: Findings New Meaning in Old Words*, by David John Rawson (Australian Embassy in Jakarta-Indonesia and Doctoral Program of Gadjah Mada University Yogyakarta-Indonesia), (4) *Coaching ESL Student Teachers to Become Innovative Teachers: Can We Engage, Empower and Emancipate Them?*, by Dr. Raja Nor Safinas Raja Harun (Teacher Educator at Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia), (5) *ICT in Language Learning: Resources, Authoring Tools and Artificial Intelligent*, by Dr. Anuncius Gumawang Jati (English Lecturer of ITB Bandung-Indonesia), and (6) *The Art of Madihin Recitation: Profile of Banjar Traditional Oral Literature Performing Arts*, by Dr. Bambang Subiyakto (Lecturer of Lambung Mangkurat University Banjarmasin-Indonesia). Also, the theme was represented in the various topics of the parallel sessions. There are 49 papers presented in the conference. Those were classified into Language and Teaching, Literature and Teaching, Arts and Art Performance, and Cultural Studies. Researchers and practitioners are believed to have put their efforts in finding ways to teach language, literature and arts in the digital era. This conference introduced and discussed the various methods, techniques, strategies, and models of teaching of language, literature and arts. The conference was attended by 250 participants, including educators, policy makers, researchers, academics/lecturers, principals, supervisors, graduate students, practitioners, academics, professionals and teachers.

We would like to thank the organizing committee and the members of reviewers for their kind assistances in reviewing the papers. We would also like to extend our best gratitude to Rector of Lambung Mangkurat University Banjarmasin, Prof. Dr. Sutarto Hadi, M.s., MSc., Dean of Faculty of Teacher Training and Education, Prof. Dr. Wahyu, M.S for the tremendous support. Furthermore, we would like to thank Chistopher Allen Woodrich (Canada), David John Rawson (Australia), Dr. Raja Nor Safinas Raja Harun (Universiti Pendidikan Sultan Idris, Malaysia), Dr. Gumawang Jati (ITB Bandung), and Dr. Bambang Subiyakto (Lambung Mangkurat University, Banjarmasin). Also, to all the participants of the conference, thank you very much!

This international conference on education of language, literature, and arts (ICELLA) has been prepared and organized by Department of Education of Language

and Arts, in collaboration with Teaching English as a Foreign Language in
Indonesia (TEFLIN) of Kalimantan Selatan and Himpunan Sasjana Kesusasteraan-
Indonesia (HISKI) of Universitas Lambung Mangkurat.

Banjarmasin, August 6, 2018

Chairman,

Fatchul Mu'in

SOCIO-ECONOMIC IMPACT OF LOK BAIN TAN FLOATING MARKET AS THE TOURISM AREA FOR LOCAL COMMUNITY

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Abstract

Lok Baintan floating market is the icon of Kalimantan Selatan tourism. The Lok Baintan Floating Market also becomes the tourism destination. The objective of research is to analyze the socio economic impact of Lok Baintan Floating Market as the tourism area for local community. This research is focused on local community respondents who live as the traders in Lok Baintan Floating market. The research used survey method. Data was collected from the questionnaire. Number of respondent was 50 of woman traders. Percentage analysis was used to get the information about socio-economic impact of floating market for the traders. Socio economic impact is divided in three assets, i.e. natural resources, financial source, and human resources assets. Generally, the results of study showed that the traders are lack of natural resources, financial source, human resources assets and social assets. Traders are still living in poverty and low education, even though they are directly involved in tourism activities. Tourism activities still cannot improve the socio-economic life of traders.

Keywords: *socio-economic impact, tourism, lok baintan floating market*

Introduction

Lok Baintan Floating Market is the most famous tourist destination in South Kalimantan. Lok Baintan Floating Market became an icon for the province of South Kalimantan as a river area. Tourist activities conducted in Lok Baintan Floating Market are a trading activity in the river. Traders and tourists engage in trading activities on small boats [1-3].

Trading activities conducted by women. They sell the agricultural products, fishery, crafts, and traditional food. They earn the agricultural product from their own farmland or buying from others. They get the fish from catch of their own in the river or buying from others. They get the handicraft items from others. No merchant is a craftsman. Traditional food is mostly made by the traders [4].

The role of women in Lok Baintan Floating Market is traders and farmers, traders and fishermen and only as a trader. As a trader in Lok Baintan is the main job for women in Lok Baintan Floating Market. They only help her husband to work on the farm or to catch a fish in the river [5].

Tourism has the positive and negative impact for socio-economic for local communities. The tourism has supported the local economic growth and local resident's income [6], [7]. The tourism has the impact for local community standard of living [7]. Tourism also has the effect for society norms, beliefs, thoughts and traditions at the destination [8].

The government has the role for increasing the benefit of tourism for local community. The local community can be as the tourism suppliers, i.e. services, transportation, food and beverage, and accommodation. The job in tourism can contribute by maximizing local labor employment [7].

Tourism has the positive impact both economic and social. The economic positive impact of tourism is infrastructure developments, benefits from CSR activities, income generations, direct and indirect employment opportunities and increased the value of local properties. The social positive impact is creating local jobs and employees [9-10].

Tourism also has the negative impact for economic and social of community. The negative impact for economic of community is increased prices, economic dependence of the local community on tourism and economic inequality. The negative social impact of tourism is job level friction, changing living styles and behavior of the young, long working hours and work stress and lower level contribution of community ideas [9-10].

The positive and negative socio-economic impact of tourism for community occurs in Lok Baintan Floating Market. The positive and negative socio-economic impact can be used for government and community to improve the tourism activity in Lok Baintan Floating Market. Based on the background, the objective of research is to analyze the socio-economic impact of Lok Baintan Floating Market as the tourism area for local community.

Research Method

Lok Baintan Floating Market is located in Banjar Regency in South Kalimantan Province. Astronomically, location of Lok Baintan Floating Market is 3°17'21.1" S

and 114°40'11.1" E. The research location is presented in Figure 1. Research used survey method using the questionnaire.

Questionnaire was used to obtain the information from appropriate numbers of people [11]. Questionnaire is used to get the data about economic assets such as the natural resources assets, and financial assets and social assets such as human resources assets, and social assets. In general, households with greater financial, physical, human, and social capitals and natural capital have the impact for tourism activities [12]. Number of respondents is 50 of woman traders in Lok Baintan Floating Market.

Data Analysis

This study used quantitative analysis. The stages of data processing in this study were editing, coding, and tabulating. Once the data was processed, then the data were analyzed by using percentages.

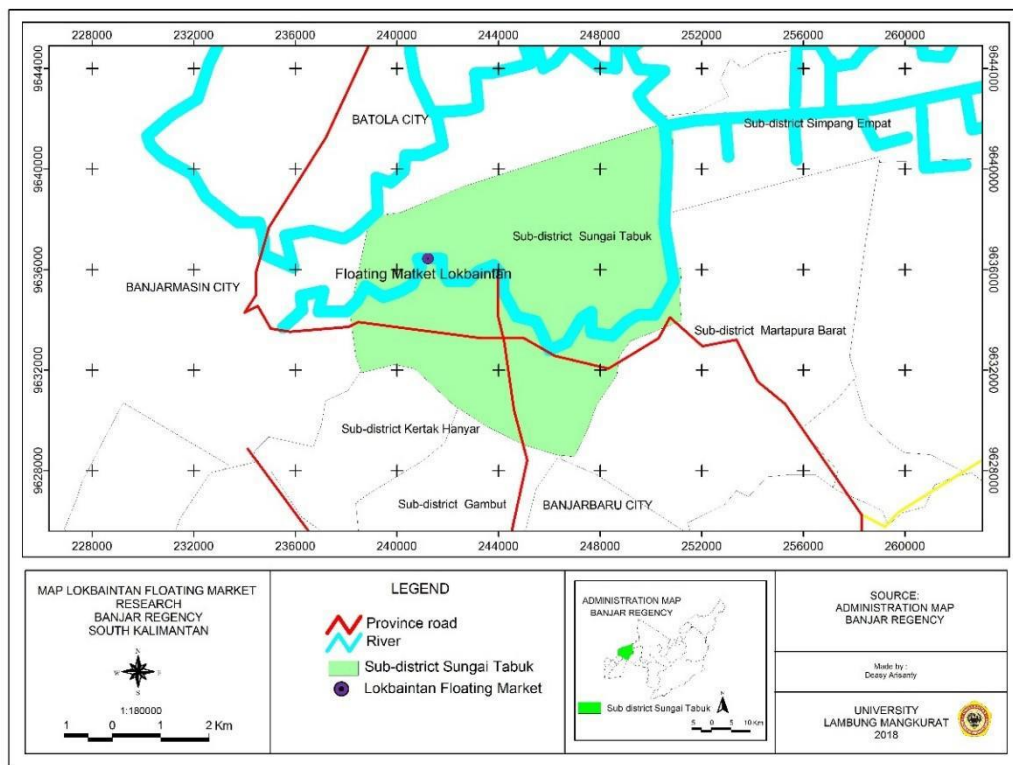


Figure 1. Location of Lok Baintan Floating Market

Research Result and Analysis

Natural Resources Assets

The traders on Lok Baintan Floating Market have the agriculture land. Data from the questionnaire shows that 44 % of traders have their own gardens, 6 % of traders rent other residents' gardens, and 50 % of traders don't have the gardens. The traders cannot buy the land of garden due to the low of income.

The traders planted bananas, and oranges on their garden fields. The results of those gardening are sold in the Floating Market.



Figure 2. The Garden in Lok Baintan Village

The percentages data of paddy field ownership of traders in Lok Baintan shows that 38 % of traders have their own paddy field, 4 % of traders rent other residents' paddy field, and 38 % of traders don't have the paddy field.

The result of interviews is only one person who has ponds. The traders get the fish from the swamp or river. They directly sell fish in Lok Baintan Floating Market or processed into salted fish before sold in floating market. The salted fish is packed in very simple packaging.



Figure 3. The Salted Fish in Lok Baintan Floating Market

Financial Assets

Incomes of traders in Lok Baintan Floating Market are ranges from 20,000 rupiah/day-50,000 rupiah/day. Traders say that the income is insufficient. Many of the tourists who come to the floating market are only to take pictures, and only a few tourists who buy their merchandise.

Traders who do not have gold is 56%, traders who have gold is 44%. They save money from trading in Lok Baintan Floating Market to sell the gold.

Traders who do not have saving in the bank is 65%. Traders who have the saving in the bank are 35%. Traders still do not have access to banks so there are still many traders who do not have savings in the bank.

Traders who do not have health insurance are 98 %. Traders who have health insurance are 2 %. Traders still do not have the insurance due to they do not have money to pay the insurance every month.

Traders who do not have debts are 92 %. Traders who have debts are 8 %. Traders are afraid of being indebted because of their uncertain income. They are afraid of not being able to pay the debt.

Low income makes many traders do not have gold, savings, health insurance, and debts. Earning from trading in the Floating Market is only to meet the needs of daily life.

Human Resources Assets

Educational merchants are low. About 60% of traders are uneducated and unfinished primary school. As many as 40% of traders graduated from junior high and high school. Although they are poorly educated but traders in the market have a desire to send their children to school. They want their child to have a better job and income than they do. The existence of educational facilities in Lok Baintan Village and a fairly close distance to the Banjarmasin city causes their children to take a higher education than their parents.

The cost of education for their children is borne by themselves. Only about 22% of the trader's children get scholarships from the government.

About 80 % trader's say that they don't have expertise to make a craft. Community in Lok Baintan only works as the traders in Lok Baintan Floating Market. Traders can't make a craft. They get a craft from the other people, and then they sell in floating market. In lok Baintan, only one craftsman makes a craft from the small bamboo.

About 80 % of traders state that his current employment status is a permanent job. People are still suspicious of trading in the floating market as their permanent job. They do not want to switch to other jobs than as a trader.

Social Assets

The work of mutual cooperation in Lok Baitan is temporal activity. As many as 90% of traders said that mutual cooperation activities are done if there are certain events only, for example, when there are tourism events. Tourism in the floating market is not implemented every year so that mutual cooperation activities in tourism activities are not an annual agenda.

Traders in Lok Baintan Floating Market realize the importance of cleanliness in the river. Cleanliness at the river in the floating market is not coordinated together by the traders. They clean the river as their own duty.

About 56% of traders said that they did not participate in the management of community organizations in their villages. Ignorance and lack of education cause them to feel that community organizations are not important in their lives. They choose to work instead of being the organizers of the organization.

Tourism activities in Lok Baintan did not have a positive impact on the socio-economic life of traders. The merchants are only able to set aside their earnings

around 20,000 rupiah/day-50,000 rupiah/day or 600,000 rupiah/month-1,500,000 rupiah/month. The income is still very low to meet their living needs.

Many traders say that many of the tourists do not buy their merchandise. Tourists just take pictures and enjoy the atmosphere in the floating market. Merchandises bought by many tourists are traditional cakes, traditional foods, and souvenirs. Unprocessed fruits and fish make tourists unwilling to carry the goods. Some efforts have been made by traders that are by processing fish into salted fish. Traders also give bonuses to buyers in the form of fruit baskets to make it easier to bring the fresh fruit, although these efforts have not yet increased the merchant's income.

Some of the problem that cause low impact of tourism activities for socio-economic community follows

1. Tourism activities have not been well managed,
2. No community organizations managing,
3. Lack of government role in tourism activities
4. The merchandise is still a plantation crops and fishery products directly sold without their yield management of plantation and fishery,
5. Souvenir made by the community is still limited,
6. Low education of community and low expertise,
7. No training to make souvenirs, so that souvenirs are sold very limited,
8. Lack of funds to be used for skills training of traders in processing their wares,
9. The time for tourism activities takes place very shortly between the hours of 06.00 - 09.00 am so the time to trade is very short.

Tourism activities require the local and citizen empowerment particularly entrepreneurship and managerial skills in the tourism business [13]. Governments, private sector and voluntary organizations become active partners in the attempt to attain sustainable growth in tourism of the country [14]. Tourism activities in Lok Baintan Floating Market are still done perfunctory and not well managed. The ability to manage the tourism business is also still very low. The role of government in assisting tourism activities is also still partial. Lack of funding has been the underlying factor for the lack of tourism activities in Lok Baintan.

The tourism products and services needs to be well marketed and promoted to increase the incomes of community [15]. The problem in Lok Baintan is the promotion of products sold in the floating market has not done well. The products sold are still limited from plantation products and fishery products. Souvenirs are still very limited. An effort that can be done by the government is to provide training and promotion for products sold in Lok Baintan.

Conclusion

Tourism activities in Lok Baintan Floating Market do not get a positive impact for the socio-economic community. Many traders do not have own plantation land, rice fields and ponds. Low income people make low education, no have gold, no have savings in banks, no have health insurance, and no have debts. Work as a trader at Lok Baintan is their main job. They do not have other skills to work elsewhere. Inadequate tourism management such as limited goods sold, limited tourism promotion, limited processing of agricultural products and fishery products, limited skills in processing skills of natural products cause the limitations of socio-economic communities.

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