



Improving Tolitoli Language Skills Through Visual Learning Media in Elementary School

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Article History:

Received: Jun 25, 2024

Revised: Aug 22, 2024

Accepted: Jan 23, 2025

Online First: Jan 30, 2025

Keywords:

Media,
Tolitoli Language,
Visual Learning.

Kata Kunci:

Audio Visual,
Bahasa Tolitoli,
Media.

How to cite:

Marto, H., Wukungsenggo, Y., Insiano, D. A., & Sari, N. I. (2025). Improving Tolitoli Language Skills Through Visual Learning Media in Elementary School. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(1), 628-643.

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Abstract: The crisis challenges experienced by the Tolitoli language cannot be separated from the cultural and linguistic acculturation process in the Tolitoli Regency. This study assesses how effective visual learning media improves Tolitoli's language skills in IPAS lessons at SDN 1 Nalu. The method used is qualitative with a descriptive approach. Involves observation, interviews, and listening guides with participants consisting of class IV student guardians and class IV students. This research was conducted at SD Negeri 1 Nalu. The results showed that the use of visual media based on local wisdom of Tolitoli local language in IPAS lessons had a positive impact, such as increasing appreciation for local culture, effective use in learning, and student's understanding of the material increased because learning was presented concretely so that students did not just fantasize in the classroom but could see a picture of the material being explained. Therefore, to support the preservation of Tolitoli language culture among students, using visual media is very effective so that it can be applied to other lessons.

Abstrak: Tantangan krisis yang dialami oleh bahasa Tolitoli tidak dapat dipisahkan dari proses akulturasi budaya dan bahasa yang terjadi di Kabupaten Tolitoli. Penelitian ini bertujuan untuk mengetahui keefektifan penggunaan media pembelajaran visual dalam meningkatkan kemampuan berbahasa Tolitoli pada pelajaran IPAS di SDN 1 Nalu. Metode yang digunakan adalah kualitatif dengan pendekatan deskriptif. menggunakan observasi, wawancara, dan panduan menyimak dengan Partisipan yang terdiri guru kelas IV dan siswa kelas IV Sekolah Dasar. Lokasi penelitian di SD Negeri 1 Nalu. Hasil penelitian menunjukkan bahwa penggunaan media visual berbasis kearifan lokal bahasa daerah Tolitoli pada pelajaran IPAS memberikan dampak positif, seperti meningkatkan penghargaan terhadap budaya lokal, efektif digunakan dalam pembelajaran, dan pemahaman siswa terhadap materi meningkat dikarenakan pembelajaran disajikan secara konkrit sehingga siswa tidak hanya berkhayal di dalam ruang kelas melainkan dapat melihat gambaran dari materi yang dijelaskan. Oleh karena itu, untuk mendukung pelestarian budaya bahasa tolitoli di kalangan siswa, menggunakan media visual sangat efektif sehingga dapat diterapkan untuk pelajaran lainnya.

A. Introduction

Indonesia has made significant progress and is facing a wave of globalization that brings substantial changes. These changes encompass various fields, including educational technology, which has experienced rapid and considerable growth. In this era of rapid technological development, local wisdom is starting to be marginalized. One form of local wisdom that is now being forgotten is regional languages. Regional languages, as rich cultural heritage, are increasingly being sidelined. The younger generation prefers using national or foreign languages in their daily lives. However, behind every dialect and vocabulary lies noble values, traditional knowledge, and community identity.

The loss of regional languages also means the loss of an essential part of a nation's cultural identity. Regional languages are a reflection of the history, customs, and worldview of a community. As regional languages erode, we also lose the intellectual wealth passed down by our ancestors. The fading use of regional languages in society is becoming increasingly concerning. Globalization and modernization have significantly influenced the shift in language use, especially among the younger generation, including the Tolitoli regional language.

Language is a means of communication that facilitates the exchange of messages or information between individuals. Its crucial role as a communication tool enables humans to interact and collaborate in various daily activities (Rahma et al., 2024; Putri et al. 2024). In Indonesia, the Indonesian language functions as a communication tool that integrates various ethnic groups with their respective regional languages (Seriana et al. 2023). Indonesia possesses a highly diverse cultural heritage influenced by multiple factors such as ethnic diversity, religion, and the socio-economic conditions of its people. Preserving this artistic heritage, particularly regional languages, is essential, considering the growing number of younger generations who are beginning to forget their native languages.

To revive the presence of regional language culture, the responsibility does not rest solely on families or communities but also involves the education sector. Teachers in schools can employ various methods to enhance students' understanding of their regional languages, one is by integrating these languages into the learning process (Anzelina et al., 2024). This aligns with Law Number 24 of 2009 concerning the Flag, Language, State Emblem, and National Anthem. Article 42 stipulates that the government is responsible for maintaining, developing, and protecting regional languages to ensure their relevance and utility in line with changing times. The maintenance, development, and protection of regional languages must consider internal and external factors that influence their evolution. Article 43 further states that communities can use and preserve their regional languages.

Efforts to preserve and protect regional languages in Indonesia have been pursued through local content education at the primary school level. The local government of Tolitoli District is also carrying this out to preserve the Tolitoli language and culture, which are now on the verge of extinction. Starting in 2022, regional language lessons have been implemented, although not all schools have adopted this yet. Nevertheless, efforts to preserve the Tolitoli language have been underway. However, the reality remains that the

understanding and use of the Tolitoli language and culture among the younger generation in the Tolitoli District face several challenges, including the lack of awareness among the community and the youth regarding the importance of preserving Tolitoli's culture and language (Putri 2024). It is officially recognized that the Tolitoli language is one of the languages at risk of extinction. Several studies have shown a decline in the use of the Tolitoli language, indicating that it is at risk of experiencing a decrease in its sustainability.

The use and preservation of regional languages must consider their role and position as an integral part of the national cultural heritage. This is also the case in the Tolitoli District, where the regional languages consist of three major languages: Dondo, Dampal, and Tolitoli. Currently, the local government's efforts to preserve the Tolitoli culture and language have been carried out in various ways, one of which is the inclusion of Tolitoli language lessons in the local content curriculum. The implementation of regional language lessons began in the 4th grade of elementary school in 2022. However, the learning outcomes for the regional language have not been optimal. Therefore, various models and teaching strategies are needed to improve students' understanding of the Tolitoli language, one of which is using visual media.

This is also evident in SD Negeri 1 Nalu, where initial observations indicate that the teaching strategies used by the teachers to improve students' understanding of the Tolitoli language are still very limited. This is proven by the low student interest in learning, ultimately impacting their ability to speak the regional language. The teaching models and strategies implemented by the teachers are not engaging. Therefore, a plan is needed to spark students' interest in learning. One approach that teachers can use is integrating visual media in Tolitoli language lessons within the IPAS (Science, Social Studies, and Civics Education) curriculum.

Visual media increases students' interest in learning the Tolitoli regional language, even if it only consists of printed images. This is because many teachers currently rely on the lecture method, where the teacher dominates and becomes the lesson's subject. At the same time, students are passive objects who receive what the teacher delivers. With minimal use of audio-visual media, learning is hoped to become more engaging. As a result, the learning process tends to become monotonous and boring. As previously mentioned in the article, the lack of educational media usage is also a barrier, where teachers tend to only explain the material without utilizing teaching media (Sulistiyono & Arini, 2023).

The teacher's competence in delivering the material plays a crucial role in determining the success of the learning process. In line with previous research findings, providing material in an engaging and non-monotonous way can positively affect students (Putri et al., 2022). In addition to how the material is delivered, the teacher's teaching methods are crucial in facing the challenges of the ever-evolving times. Furthermore, educational media can motivate students to learn, as they feel more engaged and interested (Zein et al., 2024).

Media presence in education plays a significant role as it can support achieving desired goals in the learning process. This aligns with various perspectives, including the

view that educational media contains instructional messages or information intended to provide Teaching (Mahesti & Koeswanti 2021). According to (Nurrita, 2018), educational media is a tool that can enhance the teaching process, making the messages conveyed clearer and allowing educational or learning objectives to be achieved effectively and efficiently. This statement is also supported by (Susanti et al., 2022), who consider media an inseparable part of the learning process to achieve learning goals. Success in the learning process greatly depends on the teacher's ability to create engaging media. The use of educational media has a high level of effectiveness in achieving learning objectives. Creative use of media can stimulate students' interest in learning and encourage active involvement in learning activities, ultimately improving student academic performance (Murtia, 2025). The application of educational media in the classroom holds significant importance, especially because students at the elementary school level are undergoing the concrete operational stage (Daga, 2022). Therefore, using media as a planned means of delivering material from the teacher allows students to improve the effectiveness and efficiency of learning and student engagement can be enhanced.

Student participation in the learning process has the potential to expand their knowledge and enhance their understanding of the Tolitoli regional language. By engaging actively, students are more involved in learning and gain diverse learning experiences (Amalia et al., 2024). Therefore, to improve the understanding of the Tolitoli regional language, it can be integrated with IPAS (Science, Social Studies, and Civics Education) material using modified visual media incorporating the Tolitoli language. This approach will spark students' interest in learning the Tolitoli regional language.

One example of the media used in this study is the visual media of the Tolitoli language in the IPAS subject. As explained by (Houdini, 2023), image media is considered an effective tool for presenting facts and ideas clearly and powerfully through a combination of words and visual elements. In addition (Mashluchah & Afkarina 2020), image media is a visual tool that depicts facts and ideas clearly and strongly through a combination of expressions and graphic elements. Similar research has been conducted previously, such as in the study (Ibda et al., 2023) titled '*Media Game Digital SD/MI berbasis Karakter P5 dan PPRA*'. The results of this study show that the use of educational media in the form of a Javanese language Monopoly game successfully improved proficiency in the Javanese language.

A similar study (Pujiastuti, 2019) titled '*Pemanfaatan Media Audio Visual Cerita Wayang sebagai Media Pembelajaran untuk Meningkatkan Kemampuan Bahasa Jawa pada Anak Usia Dini*'. The study's findings indicate that visual media effectively improves Javanese language skills in young children. Another survey (Wulandari & Indarini, 2022) titled '*Pengembangan Bahan Ajar Buku Cerita Rakyat dalam Pembelajaran Tematik untuk Meningkatkan Literasi Siswa di Sekolah Dasar*'. It shows that digital folk tales are highly suitable for elementary school students and effective as educational media. This media not only contributes to instilling positive moral values but also serves as a tool for learning regional languages and introducing folk tales from their region, allowing students to learn

how to tell stories fluently using their regional language. Based on the explanation above, it is interesting to use audio-visual media.

This study aims to assess the effectiveness of using visual learning media in improving Tolitoli's language skills in Natural Science and Social Studies at SDN 1 Nalu. This research is expected to contribute by demonstrating that visual media aids students in understanding the Tolitoli language and boosts their enthusiasm for learning, which can ultimately encourage active student participation in the learning process. In general, this study serves as one of the efforts to preserve the Tolitoli regional language through IPAS lessons using visual media.

B. Method

This study is qualitative research using a descriptive approach (Jayusman & Shavab, 2020) This study emphasizes the importance of deeply understanding the observed data. This approach explores the underlying values within the data through the stages of description, reduction, and selection. The research was conducted at SDN 1 Nalu Tolitoli, with the subjects of the study being the 4th-grade teacher and 20 4th-grade students. The data collected in this study are primary data obtained from interviews and documentation. Secondary data come from documentation and supporting literature. Data collection techniques involved interviews, field notes, and documentation methods. The information gathering methods used in this study include direct observation, in-depth interaction, and listening techniques. The listening technique collects data where the researcher is not directly involved in the conversation (Pahleviannur et al., 2022). Analisis dilakukan dengan tiga tahapan yaitu dengan reduksi data, display data dan penarikan kesimpulan.

Reduction is done to simplify, organize, and interpret the data obtained from observing IPAS learning activities using Tolitoli language-based visual media, which has been collected into information that is easier to understand and analyze. The goal is to focus on the important aspects of the data. After the data is reduced, data display is done by presenting the data in a more easily understandable form. The next step involves concluding and displaying the data reduction results (Creswell, 2024).

Data reduction and display in this study are used to draw valid conclusions, which are presented in the form of a report. The research procedure is described as follows:

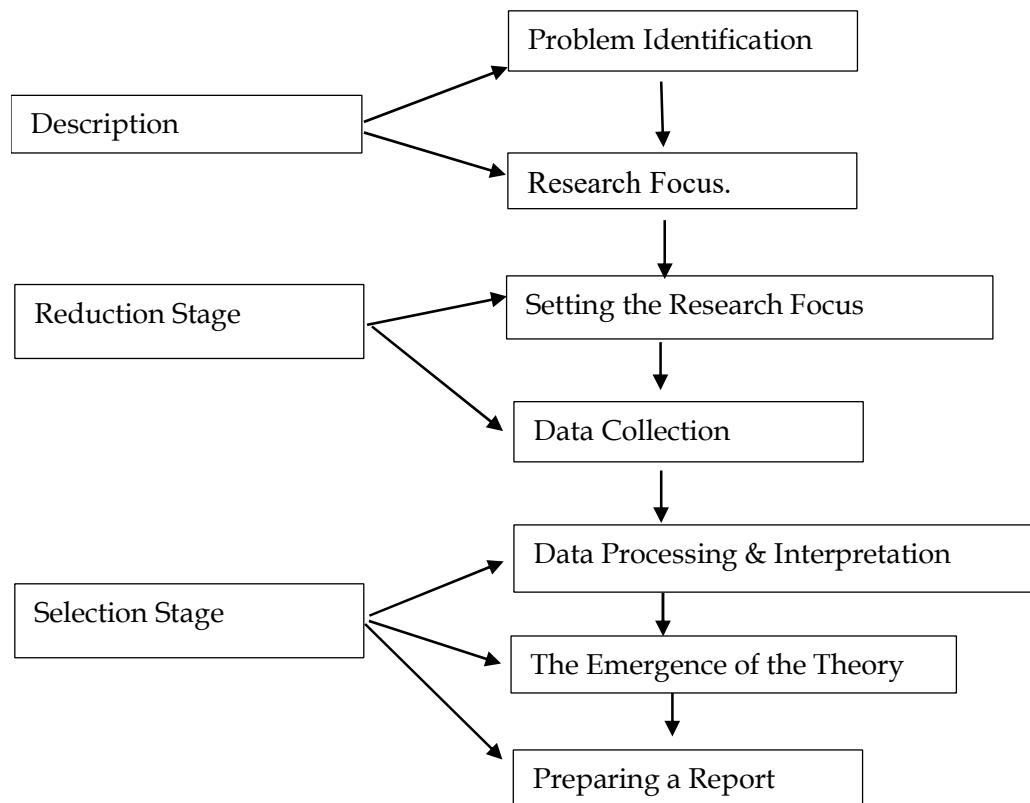


Figure 1. Qualitative Research Procedures

C. Result and Discussion

Result

1. Data Collection Stage

Based on observations of teaching and learning activities conducted by a teacher in a 4th-grade elementary school class using visual media in Science and Social Studies (IPAS) lessons while introducing the Tolitoli language, several aspects were analyzed: lesson preparation, use of visual media, student engagement, explanation of materials, classroom interaction, and evaluation activities. The results of the observation analysis, conducted over four meetings to measure the effectiveness of using visual media, can be presented in the form of the following table:

Table 1. The Results of the Analysis on the Use of Visual Media

No.	Observation Aspect	Meeting				Average	Category
		1	2	3	4		
Teaching Preparation:							
1.	The teacher prepares visual media before the lesson begins.	4	5	5	5	4,75	Very Good

No.	Observation Aspect	Meeting				Average	Category
		1	2	3	4		
2.	Visual media is relevant to the material being taught.	5	4	5	5	4,75	Very Good
	Average	4,5	4,5	5	5	4,75	Very Good
Use of Visual Media:							
3.	The teacher uses visual media effectively during the lesson.	4	4	4	5	4,25	Very Good
4.	Visual media attracts students' attention and increases interest in learning the Tolitoli language.	5	5	5	5	5	Very Good
	Average	4,5	4,5	5	5	4,63	Very Good
Student Engagement:							
5.	Students actively participate in learning by using visual media.	3	4	4	5	3,75	Good
6.	Students show enthusiasm when using visual media.	5	5	5	5	5	Very Good
	Average	4	4,5	4,5	5	4,38	Very Good
Explanation of the Material:							
7.	The teacher explained the material in Tolitoli using visual media.	3	4	4	5	3,75	Good
8.	Visual media helps students understand the El idioma Tolitoli se está enseñando	5	5	5	5	5	Very Good
	Average	4	4,5	4,5	5	4,38	Very Good
Classroom Interaction:							
9.	The teacher encourages students to ask questions using the Tolitoli language.	4	5	5	5	4,75	Very Good
10.	The teacher provided constructive feedback on the student's question.	5	5	5	5	5	Very Good
	Average	4,5	5	5	5	4,88	Very Good
Learning Evaluation:							
11.	The teacher evaluated the students' understanding of the Tolitoli language after using visual media.	5	5	5	5	5	Very Good
12.	The evaluation results show improved students' understanding of the Tolitoli language.	3	3	4	4	3,25	Good
	Average	4	4	4,5	4,5	4,13	Very Good

Primary Data Source: 2024

2. Data Reduction Stage

a. Teaching Preparation

Based on the table above, the teacher's Preparation for Teaching was performed exceptionally well. From four face-to-face meetings, an average score of 4.75 was obtained, categorized as excellent. The teacher prepared visual media before the implementation of the lesson, and based on observations, the visual media prepared was highly relevant to the IPAS teaching material on the theme "Plants and Sources of Life on Earth."

b. The Use of Visual Media

The observations on the second aspect, which focused on using prepared visual media, showed that the teacher effectively utilized the visual press, achieving an average score of 4.25. For the indicator assessing whether the media captured students' attention, a score of 5 was obtained, categorizing it as excellent. The visually engaging media, featuring clear images supported by bright colours, generated enthusiasm among students, encouraging them to participate actively in classroom learning.

c. Student Engagement

The aspect of student engagement in the learning process, assessed through the indicator of student's active participation in visual media lessons, received a score of 3.75, categorized as good. Additionally, observing students' enthusiasm while using the visual media resulted in a score of 5, categorized as excellent. It was observed that students were busy repeating words in the Tolitoli language featured in the images. In contrast, others communicated with their peers, asking how to pronounce words in Tolitoli correctly.

This is considered beneficial for introducing to students as a step to strengthen their interaction with the local environment. The interest in applying regional languages in IPAS lessons using visual media aligns with previous research, which concluded that visual representation can enhance engagement in language learning (Kotimah, 2024).

The observation of student engagement revealed that students were actively involved in classroom activities, often repeating words written in the Tolitoli language, even without prompts from the teacher. The average score obtained from the observations was 3.75, while the enthusiasm for learning was scored at 5, categorized as excellent. Thus, using simple visual media in IPAS lessons with the Tolitoli language increased student participation and enthusiasm for learning, as seen from their eagerness to engage in the lessons. This result aligns with previous studies that showed that incorporating simple visual images into lectures increases student engagement, boosts interest in political science, and encourages greater participation in discussions and civic activities outside of class (Susanti et al., 2018).

d. Explanation of Material

The observation results on the aspect of teacher explanation activities, evaluated based on the teacher's method of Teaching using the Tolitoli language with visual media, are categorized as good, with an average score of 3.75. Visual media aids students in understanding the Tolitoli language, as shown by an average score of 5, categorized as excellent. This demonstrates that visual media in Teaching can present vocabulary and language structures in a realistic context closely related to students' daily lives, making it easier for elementary school students to understand. Similar findings suggest that visual media enhances student engagement by enabling learners to draw conclusions from various representations, bridge knowledge gaps, and strengthen understanding, increasing participation in learning activities (Birt & Hovorka, 2014).

e. Class Interaction

Classroom interaction activities show that the teacher consistently encourages students to ask questions using the Tolitoli language. For example, the teacher displays a picture and asks, "*Sei kotoi motingan Totolri Gunung?*" (which means, "Who knows the Tolitoli word for 'Mountain'?"). Some students raise their hands and simultaneously answer, "*Bukii.*" The observation results are categorized as good, with a score of 3.75. Meanwhile, the role of visual media in helping students understand the Tolitoli language is categorized as excellent. The use of vibrant and colourful images, supported by the teacher's ability to provide feedback in the Tolitoli language, is performed exceptionally well. According to the observation results, this aspect received an average score of 5.

f. Learning Evaluation

Regarding evaluating student learning outcomes, observations revealed that assessments conducted by the teacher using the Tolitoli language at the end of each lesson resulted in a score of 5, categorized as excellent. Furthermore, students' evaluation results improved in each meeting, with the average score increasing from 73.5 to 85, reflecting a growth of 11.5 points. This indicates that using visual media in Tolitoli-based science lessons can enhance students' understanding of the Tolitoli language. Similar research findings suggest that audio-visual media significantly improves learning outcomes, as evidenced by higher test scores in experimental classes compared to control classes without such media (Abdullah & Maryati, 2019).

The benefits of using the Tolitoli local language in the elementary school science (IPAS) learning process include helping students recognize and understand the identity of their surrounding environment. Students showed high enthusiasm for learning through this approach. Using the Tolitoli language in learning fosters students' interest in further exploring their local language, which is rooted in the values of local wisdom. They hope that such learning methods will continue to be available. Analyzing students' responses to using visual media in Tolitoli-language science lessons was categorized as very positive.

Visual media in this study was used to simplify the material delivery to students, thereby assisting them in understanding Tolitoli-based science (IPAS) content. The utilization of visual media also provides a more positive learning experience for students. It is explained that the learning process involves interaction between individuals, others, media, or their environment. Moreover, visual learning media conveys messages through various channels of students' emotions, thoughts, and abilities, enabling an effective learning process aligned with the intended goals (Putra et al., 2024). Another article mentions that learning media is often described as tools, methods, and techniques to facilitate communication and interaction (Rupnidah & Suryana, 2022). Thus, educational media has become an integral part of the educational process and an important element for every teacher to carry out their duties professionally (Anthony et al., 2022).

3. Data Collection Stage

The results of the analysis of student responses to learning using visual media are presented in the following table:

Table 2. Results of the Analysis of Student Responses

No.	Question	SS	S	R	TS	ST	Average	Category
		5	4	3	2	S		
1	I find it easier to understand the lesson material after seeing visual media in the Tolitoli language.	12	5	2	1	0	88	Positive
2	Visual media in the Tolitoli language makes me more interested in learning.	15	4	1	0	0	93,03	Very Positive
3	I can easily remember the lesson material after seeing visual media.	10	6	2	2	0	84	Positive
4	The Tolitoli language used in the IPAS lesson with visual media greatly helped me understand difficult concepts.	16	4	0	0	0	96	Very Positive
5	Visualization in visual media makes learning materials more engaging.	20	0	0	0	0	100	Very Positive
6	I feel more confident in answering questions after seeing the visual media.	17	1	2	0	0	95	Very Positive
7	I prefer using visual media in the Tolitoli language to other learning methods.	18	0	2	0	0	96	Very Positive
8	Learning time becomes more effective with the presence of visual learning media.	17	2	1	0	0	96	Very Positive
9	I can connect the material I learned in visual media with everyday life.	14	3	3	0	0	91	Very Positive

No.	Question	SS	S	R	TS	ST	Average	Category
		5	4	3	2	S		
10	I feel motivated to learn the Tolitoli language after seeing visual media.	16	2	2	0	0	96	Very Positive
Average							93,6	Very Positive

Primary Data Source: 2024

Based on the table of student responses to using visual media in IPAS learning using the Tolitoli language, the response was very positive, with an overall average score of 93.6, categorized as very positive. The positive reactions from students provide a clear picture that using visual media can increase students' motivation to learn the Tolitoli language in IPAS lessons at elementary school. Furthermore, using visual media makes the learning process more engaging, which impacts the improvement of students' understanding of the Tolitoli language.

Discussion

Teaching and preserving regional languages as the primary language from an early age holds great significance. Language plays a central role in maintaining the continuity of cultural heritage, as various cultural aspects are reflected and expressed through language. Discussions about language encompass the cultural elements embedded within it (Dasuki et al., 2024). Maintaining language as the guardian of a nation's culture is the responsibility of all aspects of society to ensure the preservation of the mother tongue. Language plays a key role in shaping a community's identity, and variations in language—whether formal, informal, polite, or harsh—reflect various cultural aspects within that community. The importance of preserving regional languages, especially the Tolitoli language, is highly significant and primary concern, in line with the principles outlined in the 1945 Constitution of the Republic of Indonesia (Hayat, 2023).

Efforts to preserve regional languages aim to strengthen the role of language as an integral part of Indonesia's national cultural heritage. Reinforcing children's character through language use is crucial during growth and identity search. This is due to the significant influence of language on their character and culture. Children proficient in language tend to display positive character and culture, while the opposite may also occur. Language has a significant impact on shaping one's mindset, lifestyle, and character, especially for students in elementary schools (SD/MI), who are more likely to be influenced by their surroundings, including the language they use. Therefore, maintaining the use of the Tolitoli language as the mother tongue in communication at school, especially at the elementary school level, is essential. Preserving the mother tongue helps prevent the loss of linguistic and cultural richness in Indonesia.

Research on the importance of preserving regional languages has been widely conducted by several researchers, including studies that focus on (Putra, 2022) Strengthening Students' Javanese Language Skills Using Research Titled 'Meningkatkan Kemampuan Berbahasa Jawa pada Siswa Melalui Media Pembelajaran Moja: Monopoli Bahasa Jawa di SDN Sugihwaras 07' shows that the use of learning media in the form of a Javanese monopoly game successfully improves Javanese language skills. Another study by Pujiastuti (2019) titled 'Pemanfaatan Media Audio Visual Cerita Wayang sebagai Media Pembelajaran untuk Meningkatkan Kemampuan Bahasa Jawa pada Anak Usia Dini' found that visual media effectively improves Javanese language skills in young children. Furthermore, a study by Ayu et al (2023) Improving Regional Language Skills Through Digital Folktales for Elementary School Students, shows that digital folktales are highly suitable for elementary school students and are an effective learning medium. This media not only helps instil good moral values but also serves as a tool for teaching regional languages while introducing local folktales, allowing students to learn how to tell stories using their regional language easily. Additionally, a study by Sujarwo & Kartika (2024) titled "Meningkatkan Kemampuan Berbahasa Indonesia yang Baku untuk Anak SD Melalui Audio Visual Di Pemulutan" found that the storytelling method using laptop-based audio-visual media is effective in improving language skills in 10-year-old children in Muara Baru Village, meeting the expected success criteria.

The role of parents is crucial in preserving regional languages. When parents introduce their native language as the primary language at home and teach it to their children early, the Tolitoli language will remain preserved. Although it is a challenge, keeping the native language is very important. The native language is the first language learned. From birth, a child begins to acquire language through interactions with members of the community who use that language, including within the family and the surrounding environment.

According to Krenak (2022) presents several practical ideas for preserving regional languages, including (1) The use of regional languages in various contexts such as family environments, community gatherings, and educational institutions (as explained by Moeliono in 1991), (2) Integrating regional languages into various mass media, both print and electronic, such as newspapers, books, magazines, radio, television, and others, and (3) Supporting the promotion of regional languages as valuable assets that need to be preserved and enriched by the government and society.

The use of a Tolitoli-based regional language approach in learning is not only in line with the demands of the times and the principles of current learning plans embraced by Indonesian society but also aims to inspire a sense of love for local wisdom, cultural and national identity, and support the enhancement of students' understanding and knowledge about cultural diversity and local potential in their regions. This learning approach can sharpen students' skills in information retrieval, enhance their ability to think critically and analytically, and also encourage collaboration in problem-solving

D. Conclusion

Based on the theoretical study and articles conducted by the author, applying simple visual media in the classroom during IPAS lessons using the Tolitoli language has a significant positive impact on increasing student participation and enthusiasm in learning. This is evident from the high level of confidence displayed by the students during the lessons, indicating that using regional languages as a learning tool improves understanding of the material and strengthens the role of language as an integral part of Indonesia's national cultural heritage. Furthermore, this step can serve as a strategic effort to preserve regional languages and instil a sense of pride and love for local cultural wealth in the younger generation.

The implications of this research can benefit education by contributing to the effort to preserve regional culture and language through education. Based on the findings and analysis, several recommendations are expected to contribute significantly to preserving regional languages. These recommendations are directed to teachers to continue innovating in creating learning media to achieve the learning objectives and meet the expectations of students. Furthermore, schools should increase facilities and infrastructure that can be used to deliver IPAS lessons based on the Tolitoli regional language. Visual learning media can be an alternative for teachers to enhance students' understanding of the Tolitoli language and other subjects. Implementing these recommendations, it is hoped that the Tolitoli language will remain preserved and become an integral part of the cultural identity of the Tolitoli community.

Future research can focus on exploring other regional languages beyond Tolitoli to see if similar results can be achieved in regions with varying cultural characteristics. Additionally, a comparative analysis between learning using simple visual media based on regional languages and conventional learning methods can be conducted to understand the effectiveness of regional languages in increasing student enthusiasm and participation. Long-term research is also important to examine the impact of this method on material understanding, learning outcomes, and strengthening students' cultural identity.

Acknowledgment

Our gratitude goes to BRIDA of Tolitoli Regency for providing research funding in the 2024 fiscal year to preserve Tolitoli's regional culture and language. This support demonstrates the government's commitment to protecting the nation's cultural heritage, particularly the Tolitoli language and culture. This research will serve as valuable information for local government authorities regarding the extent of Tolitoli language preservation at the elementary education level, not only in local content subjects but also in IPAS lessons, accompanied by images, to help students better recognize and understand the Tolitoli language about their everyday lives.

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