



Use of Regional Languages in Indonesian Language Learning at Kampar Regency Elementary Schools

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Abstract: This research aims to analyze the use of regional languages in student communication in Indonesian language learning at Kampar Regency Elementary Schools. The research method used is field research with a qualitative research method approach and descriptive data analysis. Data collection was carried out by interviews, observation, and documentation. Data analysis techniques use data reduction, data presentation, and drawing conclusions/verification. The results of the research are that the use of regional languages in Indonesian language learning in Kampar Regency elementary schools has great potential to improve students' language understanding and skills. The integration of regional languages helps explain complex concepts and enriches the learning process. However, it is important to balance the use of regional languages and Indonesian so that both are supported. With the support of teacher training, development of teaching materials, and community involvement, the use of regional languages can be an effective strategy for improving the quality of education in Kampar Regency.

Keywords: Communicating Students, Indonesian Language Learning, Regional Languages

INTRODUCTION

Indonesia is a country rich in cultural and linguistic diversity. From Sabang to Merauke, there are more than 700 regional languages spoken by various ethnic groups. Regional languages not only function as a means of communication, but also as cultural identities that must be preserved. However, along with the development of the times and globalization, the use of regional languages among the younger generation, especially in the school environment, is declining (Hasanah, 2024).

Learning Indonesian has a very important role in shaping the identity and character of the nation. As the national language, Indonesian is the main communication tool that connects various tribes, ethnicities, and cultures in Indonesia. However, in the midst of the diversity of regional languages owned

by the Indonesian nation, there are challenges in teaching Indonesian effectively, especially in areas that are still strong in maintaining their regional languages (Erwin, 2021).

Knowing how to communicate and interact with people from other cultures is essential. Because people learn to communicate through cultural influences, and because perceived cultural similarities allow for comparable interpretations to be attributed to objects or social events, the ability to understand intercultural communication is essential. Among the most important cultural reactions and functions in which communication takes place are the way in which communication is carried out, the context in which communication takes place, the language and linguistic style used, and nonverbal behavior. Culture acts as a communication limitation. The communication styles and behaviors of people who grew up in different cultures can be distinguished from each other due to the differences between cultures (Albaburrahim, 2021).

Relationships with others are an integral part of every human activity. The actions that humans do on a daily basis will not stop as long as they are alive and try to meet their needs to survive. Communicating and interacting with others is something that cannot be avoided by humans in daily life. What distinguishes humans from other species is the social and cultural framework that underlies communication. It is common knowledge that hundreds of thousands of ethnic groups can be found in Indonesia alone. In addition, each region in the country has its own regional language, which serves to establish boundaries between communities. Therefore, Indonesia needs a way to communicate (Putri, 2019).

When people from different cultures interact with each other, they bring with them different value systems, which in turn determine diverse life goals. The culture of a community, including its language, customs, and conventions, is another factor that plays a crucial role in determining how individuals communicate with each other. Despite the fact that different groups are increasingly interacting with each other using the same language, this does not mean that communication will be easy or that mutual understanding will be formed automatically. This is due to several factors, including the fact that there are still some students who have social prejudices against other cultural groups and do not want to communicate with other groups. They engage in social interaction with members of different cultural groups and share thoughts with them (Syukur & Rahmi, 2023).

Elementary school is an important place to see and analyze the use of regional languages because it is one of the formal educational institutions that plays an important role in shaping children's personality and identity. Children are in a very important stage of language development when they are

in elementary school. The use of regional languages in daily communication that takes place in schools has the potential to have a beneficial influence on students' knowledge and appreciation of their respective regional cultures (Nani & Hendriana, 2019).

Communication between immigrant students and indigenous students who use their own language and accent often leads to misunderstandings between the two groups of students. As an illustration, the students who come from outside Kampar Regency, Riau Province, are in contact with indigenous peoples by utilizing the various regional languages that exist among them. The regional languages in this region are very diverse because they are home to various ethnic groups, especially in elementary schools of the same level in Kampar Regency. As a result, these languages often have different meanings, which can lead to misunderstandings when spoken with each other. Meanwhile, non-indigenous students use regional languages that are different from the indigenous languages in the Kampar Regency area, where the majority of indigenous students speak Ocu (Permana & Yusmawati)(Zikri & Fadlilah, 2022).

Although they speak Indonesian, their mother tongue accent is still attached to them when they use Indonesian to communicate with indigenous peoples in the Kampar Regency area. These indigenous people are not used to hearing accents coming from outside Kampar Regency, so they have difficulty understanding what is conveyed through communication (Kusmawanto, Ferdian, & Isnaini, 2019)

There is considerable relevance in the field of education today regarding the importance of analyzing the use of regional languages in the communication of the people of Kampar Regency. The preservation of regional languages is an increasingly important issue in this day and age, when globalization and information technology advances are ongoing. The preservation and maintenance of regional languages is one of the cultural assets that must be maintained and preserved. In the field of tourism, the use of regional languages is sometimes a selling point for visitors who are interested in learning about the culture of the region they are visiting. In addition, the use of regional languages in the media and entertainment business has the potential to offer a variety of options and peculiarities in the materials offered. Therefore, a study of the use of regional languages in Kampar Regency can provide insights and recommendations to the government and related parties that can help them in their efforts to protect regional languages and grow the cultural sector in the area (Julianti & Siagian, 2023).

The preservation of regional languages is very important because regional languages are the last wealth of a nation. They are evidence of

civilization, art, culture, and even the existence of the nation itself, which is conveyed orally and in writing. Through spoken and written language, regional languages have also played a role as identity, nature, communication methods, and instruments for hundreds to thousands of years around the world. In addition, regional languages function as cultural languages, languages to foster familiarity between members of the same tribe, languages to acquire historical knowledge and evidence of ancestral heritage in the form of stationery, and languages for the purpose of intra-ethnic unity. The importance of maintaining and preserving regional languages so that future generations can gain knowledge from the experiences of people before them. If regional languages are not preserved, the wealth will be lost and eventually extinct (Faridy, Amelia, & Umamah, 2023)(Saputra, Suryati, & Muzaiyanah, 2024).

The importance of this research lies not only in the academic aspect, but also in efforts to preserve regional culture and languages that are beginning to be eroded by the current of modernization. By understanding the pattern of regional language use in elementary schools, it is hoped that useful recommendations can be produced for educators, policymakers, and the wider community to jointly maintain the sustainability of regional languages and cultures in Indonesia.

Through in-depth analysis, it is hoped that solutions can be found that can increase the effectiveness of Indonesian language learning by utilizing the wealth of existing regional languages. This will not only help students in mastering the Indonesian language well, but also maintain and preserve regional languages as part of Indonesia's cultural heritage.

METHOD

Based on the approach and type of data used, this research is included in qualitative research that produces descriptive data in the form of words. In qualitative research, the data obtained in the form of observation results, interview results, photo results, document analysis, field notes, compiled at the research location is not stated in the form of numbers but through this presentation, the researcher makes in-depth and thorough observations of the symptoms and phenomena that occur in the field, and the data presented is in accordance with the qualitative research qualifications (Abdussamad, 2021).

Qualitative research is also called the term *field research* (Field Research) is generally used by sociologists or anthropologists. Qualitative research seeks to understand the object, not to find cause and effect, nor in the context of generalization, but to find the distinctive characteristics that exist in the object. The key informants in this study are teachers who teach Indonesian subjects in elementary schools in Kampar Regency (Citriadin, 2020). There are 6 people

and come from 6 schools in the Kampar Regency area, namely: 1) SD IT Babul Huda Pasir Putih, 2) UPT SDN 018 Kasikan, 3) UPT SDN 014 Livelihood, 4) SD IT Nurul Ilmi Kualu, 5) MIS Rumbio, 6) MIS Simpang Kubu. While Additional informants are parents and students who go to school in the Kampar Regency area. The data collection techniques used in this study are interviews, observations and documentation. Meanwhile, the data analysis used is data reduction, data presentation, and verification/conclusion drawn.(Sugiyono, 2020).

RESULTS AND DISCUSSION

The following is an explanation of the Analysis of the Use of Regional Languages in Student Communication in Indonesian Language Learning in Elementary Schools in Kampar Regency. This explanation is based on the findings of the research that has been carried out. In the discussion, the researcher seeks to explore hypotheses to arrive at conclusions based on the data that has been analyzed and presented in the research report.

1. Identifying Regional Language Frequencies in Kampar Regency Elementary Schools

Based on the data collected, the results of the analysis show that in the **classroom environment** most students use the regional language when talking with peers, especially when discussing groups or speaking outside the context of formal learning. The use of regional languages was also observed to occur more often in lower class students (grades I-III) compared to upper class students (grades IV-VI). Outside the classroom, the use of regional languages is more dominant outside the classroom, such as during breaks, playing in the school yard, or in the canteen. Regional languages are used as the main language in daily communication between students.

The role of teachers in the use of regional languages is that teachers tend to use Indonesian when teaching in the classroom, but there are some teachers who occasionally use regional languages to explain difficult concepts or to direct students' attention. This is done so that students can more easily understand the subject matter. The family environment plays an important role in the use of regional languages. Students who come from families that actively use regional languages tend to use regional languages more often at school. In addition, the surrounding community environment, which mostly uses regional languages, also affects students' language habits.

Based on the analysis of the data, it is in accordance with the theory that the use of regional languages is quite high in the elementary school

environment has several implications, namely: 1) Regional languages strengthen cultural identity and local pride, 2) Help students feel more comfortable and confident in communicating, 3) The potential to hinder Indonesian learning if not managed properly, 4) Difficulties in understanding the material delivered entirely in Indonesian, especially for lower class students (Agustina, Setiawati, Wedari, Handayani, & Mahdalena, 2021).

2. Determining Factors Affecting the Use of Regional Languages in Kampar Regency Elementary Schools

The results of the analysis revealed several main factors that affect the use of regional languages by students in the Kampar Regency elementary school environment:

a. Family and Home Environment Factors

- 1) Most students come from families that use the regional language as the primary language at home. Parents and other family members often communicate using regional languages rather than Indonesian.
- 2) The habit of using regional languages at home forms a pattern of student communication that is carried over to the school environment.

b. Peer Influence Factors

- 1) Students tend to use regional languages when interacting with peers, especially friends who live in the same environment and have similar language backgrounds.
- 2) Peer groups that predominantly use regional languages create an environment that supports the use of regional languages in schools.

c. School Policy Factors

- 1) Some schools implement policies that support the use of regional languages in certain situations, such as during cultural activities or regional language competitions.
- 2) The school's flexible policy on the use of regional languages allows students to feel comfortable using regional languages in communicating.

d. Teacher Role Factors

- 1) Teachers have an important role in shaping students' language habits. Teachers who often use regional languages in their daily interactions tend to influence students to do the same.
- 2) The use of regional languages by teachers to explain complex material or to attract students' attention affects the frequency of use of regional languages in the classroom.

e. Factors of Extracurricular Activities and Cultural Activities

- 1) Extracurricular activities related to local culture, such as dance, music, and drama, often use regional languages, thus strengthening students' habits of using regional languages.
- 2) Participation in local cultural activities supported by schools also encourages the use of regional languages.

This is after the theory that states that The strong use of regional languages reflects students' strong cultural identity and attachment to local cultural heritage. Increase students' confidence in communicating and participating in cultural activities. Potential conflicts between the use of regional languages and the mastery of Indonesian, especially in the context of academic and formal learning. Limitations in the use of Indonesian can affect students' understanding of subject matter that is taught entirely in Indonesian (Puspita, et al., 2022).

3. Analyzing the Impact of Regional Language Use on Indonesian Language Learning in Kampar Regency Elementary Schools

Based on the results of the analysis, the impact of the use of regional languages on Indonesian learning can be identified in the following aspects:

- a. Subject matter comprehension
 - 1) The positive is that the use of regional languages by teachers in explaining difficult concepts can help students understand the subject matter more easily. The use of regional languages as the language of instruction can make students feel more comfortable and able to absorb information better.
 - 2) The negative is that students who use regional languages too often may have difficulty understanding and using Indonesian academically, especially in terms of vocabulary and more formal sentence structures.
- b. Indonesian Language Skills
 - 1) Vocabulary and Grammar, namely students who often use regional languages, may have limited Indonesian vocabulary and difficulty in using correct grammar. This can affect their ability to write and speak in Indonesian.
 - 2) Pronunciation, namely the use of regional languages, can affect the way students pronounce words in Indonesian, which sometimes results in inaccurate pronunciation.
- c. Participation in Learning
 - 1) The positive is that students tend to be more active and participate in class discussions when the regional language is used, because they feel more confident and comfortable.

- 2) Negative: When learning is fully conducted in Indonesian, students who are more comfortable with the regional language may be less engaged or reluctant to speak because they feel less confident in their Indonesian skills.

d. Interaction with Teachers and Peers

- 1) The positive is that the use of regional languages can strengthen the relationship between students and teachers as well as between students, creating a more inclusive and collaborative learning environment.
- 2) The negative is that the dependence on regional languages can lead to a lack of opportunities for students to practice and improve their Indonesian skills in an academic context.

Based on the analysis of the above data, it can be explained that it is relevant to this theory The use of regional languages in learning in elementary schools has a complex and multidimensional impact, namely: 1) Facilitating communication and understanding in informal and non-academic situations, 2) Increasing students' confidence in communicating and actively participating in classroom activities, 3) Maintaining and strengthening students' local cultural identity, 4) Potential for reducing Indonesian language proficiency, especially in terms of vocabulary, grammar, and formal writing skills, 5) Difficulties in following lessons that are fully taught in Indonesian, especially complex materials, 6) Gaps in Indonesian language skills between students who come from more dominant regional language backgrounds (Siagian & Noviyanti, 2022).

4. Identifying Students' Attitudes Towards Regional Languages and Indonesian Languages in the Kampar Regency Elementary School Environment

Based on the results of the analysis, students' attitudes towards regional languages and Indonesian can be summarized as follows:

a. Attitude towards Regional Languages:

- 1) Positive
 - a) Most students show a positive attitude towards regional languages, seeing them as an important part of their identity and culture.
 - b) Students feel proud to use the regional language in their daily communication with family and friends.
 - c) Regional languages are considered easier to use and more comfortable in informal conversations.
- 2) Negative

- a) Some students feel that the use of regional languages is limited to the home environment and local community, and is of little use outside of those contexts.
 - b) There are students who feel that using too many regional languages can hinder their mastery of Indonesian.
- b. Attitude towards the Indonesian language:
- 1) Positive
 - a) Students consider Indonesian to be important for academic learning and formal communication.
 - b) Indonesian is seen as a language necessary to continue education to a higher level and to communicate outside the local environment.
 - c) Most students show a desire to improve their Indonesian language skills as they are considered important for the future.
 - 2) Negative
 - a) Some students find it difficult to use Indonesian correctly, especially in terms of vocabulary and grammar.
 - b) There are students who feel less confident in using Indonesian, especially in formal situations such as presentations in class.

Based on the analysis of the data, it can be explained that students' attitudes towards regional languages and Indonesian in Kampar Regency elementary schools show that these two languages have an important role in their lives. Regional languages provide a sense of identity and comfort, while Indonesian is considered essential for formal education and communication. The challenge faced is how to balance the use of the two languages so that students can develop their Indonesian language skills without losing cultural values and skills in the regional language. A balanced and integrative approach to learning can help achieve this goal. This is in accordance with the theory that explains that students' attitudes towards regional languages and Indonesian show complex dynamics, namely 1) Regional languages have strong emotional and cultural values, providing a sense of identity and togetherness among students, 2) Students feel more comfortable and confident in using regional languages in daily communication, 3) Indonesian is considered an important language for formal education and national communication, 4) Mastery of Indonesian is seen as the key to future academic and professional opportunities, 5) Balancing the use of regional languages and Indonesian in daily learning and communication is a challenge for students and teachers, 6). Teachers and schools need to create a learning environment that encourages the use of both languages in a balanced and mutually supportive manner (Rosita P & Aprilia, 2016).

5. Developing Recommendations for Improving Indonesian Language Learning in Kampar Regency Elementary Schools

Based on the results of the analysis, several main factors affecting Indonesian learning in primary schools in Kampar Regency have been identified:

- a. The Use of Regional Languages in Learning
 - 1) Regional languages are often used as a tool to explain difficult concepts in Indonesian.
 - 2) Students feel more comfortable and easier to understand the material when explanations are given in regional languages.
- b. Students' Indonesian Language Proficiency
 - 1) Most students have good Indonesian skills, but there are also those who have difficulties, especially in terms of vocabulary and grammar.
 - 2) Students who use regional languages more often tend to have limitations in the formal use of Indonesian.
- c. Student Attitudes and Motivation
 - 1) Students show a positive attitude towards the importance of mastering the Indonesian language for their future.
 - 2) Students' motivation to learn Indonesian increases when they see the relevance of the language in their daily lives and education

Based on the analysis of the data, it can be explained that The recommendations compiled based on the results of this analysis aim to improve Indonesian learning in elementary schools in Kampar Regency by utilizing the advantages of regional languages and overcoming existing challenges. An integrative approach, involving the use of technology, parental participation, and improving teachers' skills is expected to create a learning environment that supports effective mastery of Indonesian. Thus, students can develop their Indonesian language skills without losing the cultural identity brought by the regional language. This is a relevant theory that states that several recommendations to improve Indonesian learning in elementary schools are: 1) Integration of Regional Languages in Indonesian Learning, 2) Enrichment of Indonesian Vocabulary and Grammar, 3) Use of Technology in Learning, 4) Teacher Training and Development, 5) Increasing Parent Participation, 6) Extracurricular Activities that Support Indonesian Learning (Shofiyah & Khoiriyah, 2023).

6. Exploring the Integration of Regional Languages in Learning in the Elementary School Environment of Kampar Regency

Based on the results of the analysis, the following are some of the main findings related to the integration of regional languages in learning in Kampar Regency elementary schools:

- a. Use of Regional Languages to Facilitate Understanding
 - 1) Positive: Regional languages are used by teachers to explain difficult or abstract concepts in Indonesian. This helps students understand the material better.
 - 2) Example: Teachers use regional languages to explain new terms in science or math subjects, so that students can relate new concepts to the knowledge they already have in the regional language.
- b. Bilingual Approach to Learning
 - 1) Positive: The bilingual approach, where the regional language and Indonesian are used interchangeably, makes students more comfortable and confident in learning.
 - 2) Example: The teacher teaches in Indonesian, but provides additional explanations in the regional language to ensure all students understand the material.
- c. Learning Activities Using Regional Languages
 - 1) Positive: Activities such as dramas, folklore, and educational games that use regional languages increase student interest and participation.
 - 2) Example: Students participate in a traditional game using a regional language, which is then followed by a discussion in Indonesian.
- d. Use of Regional Languages in Group Discussions
 - 1) Positive: Regional languages are used in group discussions to facilitate communication and understanding among students.
 - 2) Example: In a group discussion, students can use the regional language to debate and convey ideas, then prepare a group report in Indonesian.
- e. Integration of Regional Languages in Teaching Materials
 - 1) Positive: The use of teaching materials that integrate regional languages helps students relate lessons to everyday life.
 - 2) Examples: Textbooks and learning materials that include folklore or local culture written in regional languages and Indonesian.

Based on the results of the data analysis that has been carried out, the results of this study are as follows:

1. The Role of Regional Languages in Learning:
 - a. Regional languages play an important role in facilitating students' understanding of Indonesian subject matter. The teacher's use of regional languages helps explain difficult and abstract concepts, so that students can understand the material better and quickly.
 - b. Regional languages are also used as a bridge to connect new concepts with the knowledge students already have, enriching the learning process and strengthening understanding.

2. Students' Attitudes Towards Regional Languages and Indonesian:
 - a. Most students show a positive attitude towards regional languages and Indonesian. Students feel proud to use the regional language in their daily communication, while they also recognize the importance of mastering Indonesian for formal education and communication.
 - b. The use of regional languages does not hinder, but rather supports the mastery of Indonesian by providing a familiar context for students.
3. Challenges and Balance of Language Use:
 - a. The main challenge in integrating regional languages in learning is balancing the use of regional languages and Indonesian. It is important to ensure that the use of regional languages does not reduce students' chances of mastering Indonesian well.
 - b. The availability of teaching materials that integrate regional languages with Indonesian is still limited, so further development is needed to support effective learning practices.
4. Recommendations for Learning Enhancement:
 - a. Training is needed for teachers to improve their teaching skills with methods that integrate regional languages. This training will help teachers understand how to use regional languages effectively to support Indonesian learning.
 - b. The development of teaching materials that combine regional languages and Indonesian is essential to provide relevant context and enrich the learning experience of students.
 - c. Increasing the involvement of parents and the community in the learning process will help create an environment that supports the balanced use of regional languages and Indonesian.

This is in accordance with the theory that says that The integration of regional languages in learning in elementary schools has great potential to improve students' understanding, interest in learning, and bilingual skills. A balanced and planned approach is needed to ensure that regional languages and Indonesian can support each other in the learning process. With the support of teacher training, the development of teaching materials, and collaboration with the community, the integration of regional languages can be an effective strategy to improve the quality of education (Rahman, 2016).

CONCLUSIONS

Based on the results and discussion of the research, it can be concluded that the use of regional languages in learning Indonesian in elementary schools in Kampar Regency has great potential to improve students' understanding and language skills. Regional language integration helps explain complex

concepts and enrich the learning process. However, it is important to balance the use of regional languages and Indonesian so that the two support each other. With the support of teacher training, development of teaching materials, and community involvement, the use of regional languages can be an effective strategy to improve the quality of education in Kampar Regency.

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