

Formation of Social Values through the Use of Kulisusu Language in North Buton Regency Elementary School Students

Acoci¹, Muhammad Yusnan², Irman Matje³, Wa Ode Nurfitasari⁴

^{1,2,3,4}Study Program Primary Teacher Education, Muhammadiyah University of Buton. Buton, Indonesia

Email: acoci4sri@gmail.com, muhammadyusnan39@gmail.com, irmanmatje@gmail.com, waodenurfitasari@gmail.com

Published: 30/04/2024

How to cite (in APA style):

Acoci., Yusnan, M., Matje, I., & Sari, W. O. N. (2024). Formation of Social Values through the Use of Kulisusu Language in North Buton Regency Elementary School Students. *Retorika: Jurnal Ilmu Bahasa*, 10 (1), 34-42. Doi: <http://10.55637/jr.10.1.8100.34-42>

Abstract- Kulisusu language is one aspect of culture that can shape a person's identity and enrich the culture of students in North Buton Regency. In an educational context, the use of Kulisusu language can help students understand local values and culture around them. The aim of this research is to determine the formation of social values through the use of the Kulisusu language among elementary school students in North Buton Regency. This research is a qualitative descriptive research, using Field Research type of research, which is based on the results obtained through field research. Regarding the objects discussed in accordance with the reality that occurs in elementary schools in North Buton Regency. The approach used in this research is a semantic approach. The semantic approach is an approach to looking at speech forms and interpreting speech forms in the Kulisusu language. The data source required in this research is data obtained from informants or informants, in this case teachers who were randomly assigned to 20 teachers. The type of data used in this research is the use of the Kulisusu language. Data collection techniques use field observation with a persuasive approach to teachers, and interviews are conducted to obtain research results that are in accordance with the research. The results of this research show that the role of the Kulisusu language in increasing social values among students, thereby facilitating effective interpersonal interactions and encouraging the introduction of cultural identity. Concretely preserving local languages and culture, including including regional language education in the curriculum and promoting local media that uses regional languages. With this holistic approach, students can strengthen their cultural identity and pass it on to future generations.

Keywords: Formation, Values, Social, Regional Language.

I. INTRODUCTION

The use of regional languages is very important for society. Therefore, regional languages need to be preserved and maintained so that they do not fade or become extinct (Pandaleke T, Waleleng F, Grace J, 2020). The use of regional languages is very important for society. Therefore, regional languages need to be preserved and maintained so that they do not fade or become extinct.

Preserving language and social values in educational environments is an important aspect of creating a rich and inclusive learning environment. Language has a major role in transmitting cultural values, ethics and social norms from one generation to the next. Education functions as a vehicle for transmitting and maintaining cultural heritage and supporting the formation of character and social values (Diu et al, 2022). In the context of language preservation,

it is important to support and promote the use of local languages or mother tongues. Language is a reflection of a community's identity, and its use in education can strengthen a sense of pride and attachment to native culture. In addition, language preservation also encourages better understanding of complex concepts and improved communication among members of society. Education also has a key role in transmitting social values (Akbar, 2023).

School is not only a place to gain academic knowledge, but also a space where individuals learn about ethics, tolerance, cooperation and social responsibility. Applying these values in the curriculum and extracurricular activities can shape students' character and prepare them to contribute positively to society. In efforts to preserve language and social values, the role of teachers is very important. Teachers can be role models in implementing positive values and developing students' awareness of cultural diversity. Using teaching methods that pay attention to students' cultural context can also increase learning effectiveness (Asyari et al, 2021). Overall, the preservation of language and social values in an educational environment plays an integral role in shaping individuals who are not only academically intelligent but also connected to their cultural heritage and have the ability to contribute to society in a positive way.

The Kulisusu language has a fairly large number of speakers, around 22,000 speakers (Lisnarti L et al, 2021). Apart from being used as the main means of communication in daily life, the Kulisusu language is also used in various other social activities such as religion, traditional ceremonies, and cultural activities.

Social value problems in elementary school students in North Buton Regency can appear in various forms. One aspect that may be of concern is the development of social interaction skills. Some students may have difficulty in understanding social norms, sharing, cooperating or building relationships with classmates. Some factors that may influence this include the family environment, previous social experiences, or the student's inability to cope with interpersonal conflicts. In addition, another aspect to consider is bullying behavior or harassment among students. Students who experience bullying or feel socially isolated may experience negative impacts on their emotional and social well-being. In some cases, differences in culture or socioeconomic background can also play a role in creating inequality or disagreement among students. Furthermore, lack of involvement in social activities or lack of understanding of the importance of social etiquette can also be an issue. Students may not engage in group activities or joint projects, which

can hinder the development of their social skills

So the importance of a holistic educational approach and the role of teachers and parents in guiding students to understand and respect social values cannot be ignored, such as the use of the Kulisusu language which still preserves culture in Buton Regency by building social awareness, supporting collaborative activities, and creating a supportive environment, we can help overcome social value problems in primary school students.

The negative effects of globalization include eroding local culture in the form of using the Kulisusu language and the lack of social values for students. Currently, students feel that the existing technology can make them do everything themselves so they don't need to cultivate the Kulisusu language. In addition, eroding social values results in poor relations between friends, they always feel the most right among others. Not only in relation to friends, globalization also fades the Kulisusu language.

Social values influence the behavior of individuals or groups in social interactions, as well as influencing the formation of social norms and social habits that apply in a society (Nugroho A, 2018). Examples of social values that are generally considered important in various cultures and societies include the values of honesty, justice, hard work, mutual respect, mutual assistance, freedom, and order. These values can influence individual behavior and decisions taken in various social contexts, such as in personal relationships, work, education, and politics (Mundzir C, 2017). Various problems can actually be avoided or resolved by improving behavior by instilling social values in schools with the help of the Kulisusu language, thus fostering a sense of brotherhood and strengthening a sense of caring for others. Schools still assume that successful learning is producing students who are smart in general science, even though more than that the most important thing is the formation of social values (Ade, et al, 2020).

Elementary school students in North Buton Regency use the Kulisusu language as an investment in social value in the form of social interactions in the school environment. This is in accordance with the aim of Social Sciences (IPS) to form students who have the ability to establish relationships and develop social interactions based on values, norms and social science concepts.

The social value problem solving approach involves efforts to identify, analyze, and find solutions to problems related to social values that are considered important. In the social value problem solving approach, it is important to involve various stakeholders and pay attention to different cultural and social contexts. In addition,

this effort also requires collaboration between the public and private sectors, as well as active participation from the community in overcoming problems related to social values.

The achievement of kulisusu language can have a significant impact in shaping the social values of primary school students. The kulisusu language plays an important role in shaping cultural identity and introducing students to local values. When students have an understanding and appreciation of their kulisusu language, this can stimulate the development of certain social values.

The latest data released by the Central Statistics Agency (BPS) in the 2020 Population Census Long Form (LF SP2020) shows that 73.87% of Indonesian families still use regional languages when communicating among their families. Meanwhile, among relatives or neighbors, regional languages are only used by 71.93%. Smaller numbers were found among generation Z and generation Alpha. They only use regional languages in the family in the range of 61-62%. By referring to these figures, we can then conclude that regional languages will soon become extinct and efforts to preserve them will be in vain.

Numerous causes for the drop in the quantity and caliber of speakers of regional languages have been identified by regional language experts. The effects of globalization and the linguistic attitudes of speakers are two of these causative elements. Since language attitudes constituted the fundamental principles of a spoken community's culture, they were historically regarded as an indispensable component that would never alter. This change in fundamental cultural values may be seen as a departure from the norm or, in the worst cases, as the internal dissolution of a society's cultural identity.

One of the positive impacts of kulisusu language achievement is a better understanding of local culture and traditions. Students who have knowledge of the kulisusu language tend to be better able to understand the values held by their community. This includes social norms, ethics and appropriate ways of interacting within their social environment. In addition, the kulisusu language can be a means of transmitting moral values and traditional stories that include teachings on kindness, honesty, solidarity and mutual respect. By understanding and using the kulisusu language, students can engage in a deeper cultural dialog and build a strong sense of identity.

The importance of the kulisusu language can also be reflected in collaboration and cooperation between students. When students use kulisusu to communicate, it can create close

social bonds and strengthen interpersonal relationships between them. The kulisusu language can be a medium for sharing life experiences, family values and deep life stories.

II. METHODS

This research is a qualitative descriptive research, using the Field Research type of research, which is based on the results obtained through field research (Rian SS dan SN, 2022). Regarding the object discussed in accordance with the reality that occurred in elementary schools in North Buton Regency. The approach used in this study is a semantic approach. The semantic approach is an approach to look at speech forms and interpret speech forms in the Kulisusu language.

Determining data sources for research is based on the researcher's abilities and skills in trying to uncover a subjective event and determining informants in accordance with the provisions of the provisions so that the data needed by the researcher is truly in accordance with nature or concrete facts (Kusumaning Ayu RF, Puspita Sari S, Yunarti Setiawan B, Khoirul Fitriyah F, 2019). Determination of data sources in this study is based on the efforts of researchers in uncovering possible subjective events so that the determination of data informants in this study is the result of interviews who have competence knowledge and a deep understanding of social values through the use of Kulisusu language.

The data source required in this research is data obtained from sources or informants, in this case 20 teachers who were randomly assigned. The type of data used in this research is the use of the Kulisusu language.

The data technique used in this study is:

Interview is a direct observation technique in research through direct questions to respondents, interviews are a data collection tool to obtain information directly. Interviews here are addressed to teachers in North Buton Regency, interviews are conducted with recording techniques, researchers use cellphone recordings to record teacher interviews. The interview questions were given with 4 important items, namely 1) establishing the maintenance of local culture by using Kulisusu language learning media for students; 2) Fostering students' sense of solidarity by dividing learning groups using Kulisusu language; 3) Learning Traditional Values with local content using the Kulisusu language; and 4) Improving students' communication skills using the Kulisusu

language. Then the interview was recorded to support this research.

The recording technique is done by recording the results of interviews from teachers in North Buton Regency who directly deal with students using the Kulisusu language so that they can determine students' social values.

The note-taking technique is done by recording important data related to relevance analysis. The researcher carried out note-taking techniques after recording and listening and then rewriting the results of teacher interviews in North Buton Regency.

Documentation is a method of reviewing and processing data from pre-existing documents and supporting research data. "Documentation is a method used to trace history." The documentation referred to here is documenting all activities carried out by the research object.

Data analysis is a process of ordering data, organizing it into patterns, categories, and basic units of description. The data that has been obtained through recording, then analyzed using descriptive methods, namely descriptions of the facts found as they are. The process of analyzing qualitative data is carried out by ongoing activities simultaneously, namely: (1) data reduction is done by carefully transcribing data in the form of observations and interviews. After that, the analyst will identify the social value of students so as to include thematic in the data, (2) data presentation, after obtaining information in the form of recording and recording the results of observations and interviews in North Buton Regency Elementary Schools, and (3) conclusion drawing, ensuring that all data has been completed or described in order to enter the results of research on the formation of social values of the Kulisusu language in North Buton Regency Elementary Schools.

III. RESULT AND DISCUSSION

The results of this study are the formation of social values of elementary school students in North Buton Regency in the use of the Kulisusu language. Overall, the use of the Kulisusu language can help elementary school students form positive social values, such as respecting cultural diversity, improving language and communication skills, and strengthening their cultural identity. However, the use of the Kulisusu language must be done wisely and in balance with the use of Indonesian to ensure that students benefit from both.

Maintenance of Kulisusu Language in Elementary Schools

Maintaining the Kulisusu language in elementary schools throughout North Buton Regency is an important step in preserving cultural heritage and local wisdom. Teachers at Elementary Schools in Kulisusu Language are an important part of the Language and Cultural identity of North Buton Regency, and understanding it is an effort to maintain cultural and linguistic diversity.

Maintaining the Kulisusu language in elementary schools is not only about preserving the language itself, but also about preserving local culture and identity. With continued efforts, we can maintain the diversity of languages and cultural richness throughout the country.

Organizing various cultural activities, such as promoting the Kulisusu language and traditions in Buton Regency, as well as involving students in these activities, both as participants and as volunteers, as well as teaching students about the traditions, customs, folklore and history of their region through history lessons or special subjects.

Forming students to maintain the Kulisusu language so that traditions and customs are maintained

Educating students to maintain the Kulisusu language, traditions and customs is an important task in preserving local cultural heritage. This is manifested into learning that integrates the Kulisusu language into the school curriculum to properly teach Kulisusu language students and organizes Kulisusu language lessons regularly and invites teachers who are competent in Kulisusu language.

Involving local communities in the educational process by inviting community leaders or cultural institutions to provide mentoring to students, as well as providing awards or recognition to students who are active in preserving the Kulisusu language and local culture.

Forming students to maintain the Kulisusu language and local traditions is a long-term investment in maintaining cultural identity and respecting the heritage of ancestors. All parties, starting from schools, communities, and local government, must work together in this effort.

Maintain student norms that shape local culture

Maintaining student norms in elementary

schools and establishing a positive local culture is important for creating a good educational environment. By providing education about Local Cultural Values: Teach students about important local cultural values, such as mutual cooperation, politeness, and respect for parents and elders and use stories, fairy tales, or other creative activities to illustrate these values. these values in everyday contexts.

Maintaining student norms that shape local culture by carrying out character learning programs for students such as: integrating character learning programs that teach positive values, such as honesty, cooperation, and responsibility so that these programs can be integrated into the curriculum to ensure that students get practical lessons about those values. In addition, provide positive reinforcement to students who carry out the norms well, such as special awards or recognition.

Encourage students to be active in preserving the Kulisusu language

Encouraging students to be active in preserving the Kulisusu language is an important step in preserving the cultural heritage and Kulisusu language. So, lessons about the Kulisusu language are in the school curriculum. This may include teaching the grammar, vocabulary, history, and culture of the Kulisusu language.

Extracurricular activities are also encouraged for students related to the Kulisusu language, such as literature clubs or theater in the Kulisusu language. This will give students the opportunity to actively explore the Kulisusu language. The teacher invites students to visit local communities that still use the Kulisusu language actively. They can learn directly from native speakers and understand the importance of Kulisusu language in everyday life.

The role of the Kulisusu language in strengthening student identity and solidarity in the classroom

The Kulisusu language has an important role in strengthening student identity and solidarity in the classroom which is integral to the culture and identity of a region. Using Kulisusu language in daily communication in the classroom can help students feel more connected to their regional origins. This can inspire a sense of pride in students' culture and local roots.

Using Kulisusu language among classmates who have the same background can

help strengthen social bonds between students. Students feel like part of a group that has something unique and special. Apart from strengthening students' identities, Kulisusu language can also help students to better appreciate the cultural diversity in their classrooms. When students from different backgrounds are able to share their own language and culture, this can promote understanding and tolerance.

Activities that the Master has carried out to promote the Kulisusu language and how it has affected student solidarity

The use of Kulisusu language in an educational context must be balanced with the use of national languages or other official languages, so that students also have good communication skills in languages that are more widely used in society and the world of work.

The teacher's activities become a bridge between the school and the student's family. When students can communicate in the Kulisusu language, this can facilitate communication between the school and parents, thereby increasing family involvement in their child's education.

Involving technology and social media in efforts to preserve the Kulisusu language in the classroom, and what impact it will have on students

Integrating modern technology, such as videos, podcasts, and websites, to teach and promote the Kulisusu language and local culture, as well as encouraging students to create multimedia content that promotes their own Kulisusu language.

Using textbooks as a student learning medium which includes Kulisusu language as one of the languages taught in elementary schools. These textbooks should include stories, poetry, and information about the history and culture of the region. Utilize technology, such as the Kulisusu language translator app or the Kulisusu language learning app, to help students practice and improve their skills.

Master's advice to students who want to start their own Kulisusu language preservation efforts to foster a sense of solidarity

Start by understanding the basics of the Kulisusu language, such as basic vocabulary, grammar, and pronunciation.

Ask your parents, grandparents, or family

members who may have deeper knowledge of the Kulisusu language for help.

Use Kulisusu language every day, both in conversations with peers and with family members. This will help students strengthen their understanding and use of the language.

Preserving the Kulisusu language among students in classroom learning

Preserving the Kulisusu language in classroom learning is an important step to maintain cultural and linguistic diversity in a country or region. Including Kulisusu language in the school curriculum can give official recognition to the language. Incorporating lessons about local culture and history related to the Kulisusu language can also help students better understand the importance of the language.

Loading local content into the curriculum Establish collaboration with figures and organizations in the local community that focus on preserving the Kulisusu language. Use everyday Kulisusu language in class if possible, especially in everyday conversations between teachers and students.

The Impact on traditional values

Changes in the Kulisusu language are often the result of cultural mixing, especially in societies that are increasingly connected to the outside world. This cultural mix can bring new influences that may conflict with existing traditional values. For example, the influence of global pop culture can change traditional values in local communities.

The Kulisusu language is often an integral part of a society's cultural identity. When the Kulisusu language experiences change or becomes extinct, cultural identity can also be threatened. Traditional values are often closely linked to cultural identity, so changes in language can threaten these values.

The Kulisusu language is often used to convey stories, legends and knowledge about local traditions. When this language changes or is lost, understanding of these traditions can also decline. This can result in the loss of traditional values that may hold wisdom and valuable lessons.

The main challenges faced in maintaining the continued use of the Kulisusu language

The challenges faced in the sustainable preservation of the Kulisusu language are:

The Kulisusu language often competes

with national languages or international languages that are more dominant in the global scope. Globalization of media and popular culture can cause a decline in the use of Kulisusu language among the younger generation.

Mass media and modern communication technology, such as television, radio, internet and social media, generally use national or international languages. This may influence the use of the Kulisusu language and reduce exposure to it.

Economic Globalization: In the world of global business and trade, international languages are often important languages of communication. This can reduce the use of the Kulisusu language in economic and trade contexts.

The Kulisusu language is often considered less prestigious than national or international languages. People may feel that using the Kulisusu language does not provide advantages in terms of employment, education or social mobility.

The Kulisusu language is often an integral part of a society's cultural identity. The main challenge is ensuring that the language remains alive as a means of preserving local culture and traditions.

The importance of students' communication skills in using the Kulisusu language.

Communication skills in using the Kulisusu language have a lot of importance, especially in the context of preserving culture and strengthening local identities which are often an integral part of the identity of a region or tribe. By mastering the Kulisusu language, students can feel more connected to their cultural roots and identity.

The ability to communicate in Kulisusu language complements the students' overall communication skills. This can help them become more effective speakers, both in Kulisusu and other languages they are fluent in. strengthen social networks in local communities. When students can communicate in Kulisusu language, they can more easily interact with community members and build stronger relationships, and contain traditional nuances, sayings and stories that cannot be found in other languages. By mastering the Kulisusu language, students can more deeply understand the culture and values contained in the language.

Measures the level of students' communication skills in the current Kulisusu language

Measuring the level of students' communication skills in Kulisusu language can be done in various ways, such as: Appropriate instruments to measure students' communication skills. This can be a written test, an oral test, or a combination of both. You can also use direct observation. The value of student test results is based on predetermined criteria using a numerical or rubric scoring system to provide a more detailed assessment.

The results of this measurement are the basis for planning further learning. Identify areas where students need to improve their communication skills and create learning plans accordingly. Once students have taken part in additional learning, take measurements again to see if their communication skills have improved.

Steps you have taken so far to improve students' communication skills in Kulisusu

Improving students' communication skills in Kulisusu requires a structured and continuous approach. There are steps that can improve students' communication skills in the Kulisusu language:

Understand the cultural and historical context of the Kulisusu language in which you wish to improve your skills. Recognize the importance of this language in local culture. Learn the Kulisusu language yourself. This includes understanding grammar, vocabulary, and the everyday ways people use the language.

Speaking Kulisusu on a daily basis is the best way to improve communication skills. Use this language in everyday situations, such as with friends, family, or the local community.

Watching films, listening to songs, or following television programs in Kulisusu can help students hone their listening and speaking skills. Understanding local literature and art that uses the Kulisusu language can help students understand various communication styles in that language.

Teachers can provide guidance, assignments, and feedback that are useful for students in improving their communication skills. Meanwhile, Students should regularly evaluate their progress in using Kulisusu Language and carry out self-reflection to determine areas that need improvement. Encouraging the use of Kulisusu in school settings, such as in presentations, language clubs,

or extracurricular activities, will provide more opportunities for practice. Parents and families can also play an important role by supporting students' efforts to learn and use the Kulisusu language.

IV. CONCLUSION

Formation of Social Values through the Use of Kulisusu Language in Elementary School Students in North Buton Regency, namely 1) forming the Maintenance of Local Culture; 2) Fostering a Sense of Solidarity; 3) Lesson of Traditional Values; and 4) Improvement of Communication Skills. Based on the results of the study that Elementary School Teachers in North Buton Regency in forming social values through the use of the Kulisusu language are as follows:

Maintenance of Local Culture

The Kulisusu language is often an integral part of the local culture of North Buton. By using the Kulisusu language, individuals can maintain and celebrate their cultural heritage. This can strengthen a sense of identity and pride in North Buton culture.

Fostering a Sense of Solidarity

The use of the Kulisusu language can create a sense of solidarity among community members who speak the same language. This can strengthen social ties and promote cooperation within the community.

Traditional Values Lessons

The Kulisusu language often reflects traditional values and ethics that exist in certain societies. Through the use of this language, the younger generation can learn these values from their elders and respect their traditions.

Improved Communication Skills

The use of Kulisusu language can also help in the development of better communication skills. This is because the Kulisusu language is usually heavily associated with oral culture, fairy tales and traditional songs, which can help strengthen speaking and listening skills.

The erosion of the Kulisusu language may be related to broader trends of globalization and technological progress. Globalization has brought the introduction of dominant languages such as English and Indonesian into communities that previously used the Kulisusu language predominantly. This can happen through mass

media, the internet, and interaction with outside cultures.

Technological advances, especially the internet and social media, have also played an important role in the erosion of local languages. When people start communicating via these platforms, the language used tends to be more uniform and influenced by the languages that dominate in cyberspace. This can result in a decrease in the use of the Kulisusu language in certain contexts, such as daily communication, writing, or even publishing.

Formation of Social Values Through the Use of Kulisusu Language in Elementary School Students of North Buton Regency, this can be applied based on research results such as: 1) Maintenance of Local Culture; 2) Fostering a Sense of Solidarity; 3) Learning Traditional Values; and 4) Improving Communication Skills, meaning that this coverage is enough to civilize local languages nationally so that it can reach social values in elementary school students. However, this research is inseparable from the limitations of references on the use of the Kulisusu language, and social values for elementary school students, furthermore, the sample size is very general, thus reducing the involvement of the sample objectively, and the main obstacles in this study are more directed towards access to travel and access to research locations scattered in North Buton Regency.

The use of Kulisusu language in daily communication can be an effective way to maintain and strengthen social values in local communities. It can also be a powerful tool for preserving rich culture and traditions, as well as for fostering a sense of solidarity and identity among community members who speak the same language.

REFERENCES

- Ade, Juli Saraswati. Dhi, Bramasta, Karma IE. Nilai Kepedulian Sosial Siswa Sekolah Dasar. *JRPD (Jurnal Ris Pendidik Dasar)*. 2020;1(1):778–83.
- Akbar, M. R. (2023). Pelestarian nilai-nilai kebudayaan di lingkungan Perkotaan: Studi kasus pada Mahasiswa pendatang di lingkungan Universitas Islam Negeri Sunan Gunung Djati Bandung (Doctoral dissertation, UIN Sunan Gunung Djati Bandung).
- Aminin, S., Huda, M., Ninsiana, W., & Dacholfany, M. I. (2018). Sustaining civic-based moral values: Insights from language learning and literature. *International Journal of Civil Engineering and Technology*, 9(4), 157-174.
- Asyari, M. M., Ismaya, E. A., & Ahsin, M. N. (2021). Nilai-nilai Pendidikan Karakter Dalam Tradisi Apitan Masyarakat Singocandi Kudus. *WASIS: Jurnal Ilmiah Pendidikan*, 2(1), 34-40.
- Benavot, A., Cha, Y. K., Kamens, D. H., & Wong, J. M. S. Y. (2017). Knowledge for the Masses: World Models and National Curricula, 1920–1986 I. In *School knowledge for the masses* (pp. 40-62). Routledge.
- Blyznyuk, T. (2016). Formation of Students' Socio-Cultural and Lingual Competence at Foreign Language Lessons in Primary School. *Journal of Vasyl Stefanyk Precarpathian National University. Series of social and human sciences*, (3, no. 2-3), 73-78.
- Corzo, J. Q., & Castañeda, Y. S. (2017). Promoting Respect as a Human Value in a Public School. *International Education Studies*, 10(12), 96-108.
- Diu, A. R., Rahmat, A., & Duludu, U. A. (2022). Pelestarian Bahasa Daerah Gorontalo Dalam Aktivitas Belajar Anak Usia Dini Di Desa Lemito Utara Kecamatan Lemito. *Student Journal of Community Education*, 51-60.
- Ernst-Slavit, G., & Morrison, S. J. (2018). "Unless You Were Native American. Everybody Came From Another Country:" Language and Content Learning in a Grade 4 Diverse Classroom. *The Social Studies*, 109(6), 309-323.
- Gloriani Y. Kajian Nilai-nilai Sosial Dan Budaya Pada Kakawihan Kaulinan Barudak Lembur Serta Implementasinya Dalam Pembelajaran Bahasa Dan Sastra Indonesia Berbasis Multikultural. *Lokabasa*. 2013;4(2):195–208.
- Itsna O, Joko S, Hamdan atmaja tri. Implementasi Nilai-nilai Sosial Dalam Membentuk Perilaku Sosial Siswa Sd. *J Prim Educ*. 2016;5(2):113–9.
- Kusumaning Ayu RF, Puspita Sari S, Yunarti Setiawan B, Khoirul Fitriyah F. Meningkatkan Kemampuan BerBahasa Kulisusu Melalui Cerita Rakyat Digital pada Siswa Sekolah Dasar: Sebuah Studi Pengembangan. *Child Educ J*. 2019;1(2):65–72.
- Levstik, L. S., & Barton, K. C. (2022). *Doing history: Investigating with children in elementary and middle schools*. Routledge.
- Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, 13(1), 61-75.
- Lisnarti L, Hermina S, Samsul S. Ritual Haroaa Kampo Pada Masyarakat Kulisusu Desa Langere Kecamatan Bonegunu Kabupaten Buton Utara. *LISANI J Kelisanan Sastra dan Budaya*. 2021;4(2):101–7.
- Mundzir C. Nilai-nilai Sosial dalam Tradisi Mappanre Temme' di Kecamatan Tanete Rilau, Kabupaten Barru. *Rihlah*. 2017;I(2):69–81.
- Nugroho A. Nilai Sosial dan Moralitas dalam Naskah Drama Janji Senja Karya Taofan Nalisaputra. *Silampari Bisa J Penelit Pendidik Bhs Indones Daerah, dan Asing*. 2018;1(2):28–42.

- Nozdrova, O. P. (2019). Implementation of the regional concept of “12 steps towards a new education” in elementary school is the modern paradigm of the educational system of Ukraine.
- Pandaleke T, Waleleng F, Grace J. The Role of Community Social Communication in Preserving the Pasan Regional Language in Rasi Village, Ratahan District, Southeast Minahasa Regency. *Acta Diurna Komunikasi*, 2020;2(3).
- Pusparani, H., Samsudi, S., & Haryadi, H. (2017). The Analysis of Requirements Developing Teaching Materials in Writing Folklore with Javanese Language Based on Local Wisdom. *Journal of Primary Education*, 6(2), 94-102.
- Rian SS dan SN. Penggunaan Bahasa Kulisusu di Kelas IV SD dalam Menunjang Proses Pembelajaran. *J Pendidik dan Konseling*. 2022;4(8):460–9.
- Uge, S., Neolaka, A., & Yasin, M. (2019). Development of Social Studies Learning Model Based on Local Wisdom in Improving Students' Knowledge and Social Attitude. *International Journal of Instruction*, 12(3), 375-388.
- Sailan Z. Pemertahanan Bahasa Muna Di Kabupaten Muna Sulawesi Tenggara. *Litera J Pendidik*. 2018;13(1):191–200.
- Stofiana T. Analisis Deiksis Dialek Kulisusu Masyarakat Desa Rante Gola Kecamatan Bonegunu Kabupaten Buton Utara. *Sang Pencerah J Ilm Univ Muhammadiyah But*. 2018;4(1):58–70.
- Susianti Aisah. Nilai-Nilai Sosial yang Terkandung dalam Cerita Rakyat “Ence Sulaiman” pada Masyarakat Tomia. *J Humanika*. 2015;3(15):1689–99.
- Vorozhbitova, A. A., Konovalova, G. M., Ogneva, T. N., & Chekulaeva, N. Y. (2017). Continuous Linguistic Rhetorical Education as a Means of Optimizing Language Policy in Russian Multinational Regions. *European Journal of Contemporary Education*, 6(2), 328-340.
- Widiati, U., & Hayati, N. (2015). Teacher professional education in Indonesia and ASEAN 2015: Lessons learned from English language teacher education programs. *ASEAN integration and the role of English language teaching*, 3(1), 121-148.