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Abstract

The Lampung language, a regional language rich in cultural and historical significance, has seen a significant decline in usage among younger generations, primarily due to the influences of globalization and the increasing dominance of national and international languages. This study aims to thoroughly identify and analyze the challenges faced in teaching the Lampung language at the elementary school level (SDN), focusing on SDN 1 Tanjungsari Lampung Selatan. Employing a qualitative approach with a case study method, this research investigates both internal factors, such as curriculum design and teaching methodologies, and external factors, including parental and community support. The findings reveal several key challenges: the limited availability of engaging teaching materials, inadequate teacher training, and low student interest in learning the Lampung language. To address these issues, the study suggests developing interactive digital teaching resources and enhancing teacher training programs to improve pedagogical competencies. Furthermore, integrating technology and incorporating local cultural elements into the teaching process can potentially boost student interest and engagement. This approach not only aligns with modern educational practices but also promotes a deeper appreciation of local heritage. Ultimately, this research aims to contribute to the preservation efforts of the Lampung language, ensuring its continued relevance and vitality as an integral part of Indonesia's rich cultural tapestry. Through strategic educational interventions, the study hopes to inspire greater interest and participation among the younger generation, thereby safeguarding the linguistic and cultural legacy of the Lampung people.

Keywords: Lampung Language; Elementary Education; Cultural Preservation; Regional Language Teaching; Educational Technology

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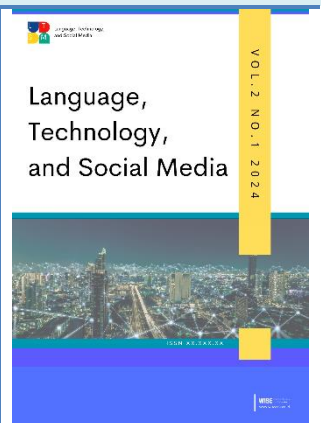
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INTRODUCTION

The Lampung language is a vital component of Indonesia's cultural and linguistic diversity [1]–[3]. As a regional language rich in cultural and historical values, it plays a crucial role in the identity of the Lampung people and contributes significantly to national cultural diversity. However, in recent decades, the use of the Lampung language has been in significant decline, especially among the younger generation. This trend is in line with global phenomena where dominant national and international languages increasingly marginalize regional languages, leading to concerns about the potential extinction of such languages if serious efforts are not made to preserve them [4]–[6]. Language preservation is essential for maintaining cultural identity and diversity [7]–[9]. According to Fishman's theory of language maintenance and shift, societal and familial efforts are vital in sustaining minority languages [10]. Fishman emphasizes the role of education, community initiatives, and intergenerational transmission in reversing language shift. In this context, primary education holds a strategic position in efforts to preserve regional languages like Lampung. Elementary schools can serve as effective venues for introducing and teaching the Lampung language to children from an early age [11].

Despite its importance, the implementation of Lampung language instruction in elementary schools faces numerous challenges. Previous studies indicate that Lampung language education has not been optimal due to various factors. These challenges include a lack of engaging and adequate learning resources and limited time allocated in the curriculum for regional language instruction. Vygotsky's socio-cultural theory highlights the importance of cultural tools and social interactions in learning, underscoring the need for adequate resources and support in language education to facilitate meaningful learning experiences [12].

The novelty of this research lies in its comprehensive approach to identifying and analyzing the difficulties faced in teaching the Lampung language in elementary schools. This study delves into internal factors such as curriculum design and teaching methods, and also explores external factors affecting instructional effectiveness, such as parental and community support, and the availability of educational technology. The research aims to provide a holistic overview of the obstacles encountered and offer practical solutions. One significant finding from preliminary studies is the gap between expectations and reality in implementing Lampung language instruction. Although the national curriculum emphasizes multicultural education and regional language teaching, its implementation is often inconsistent. According to Gardner's theory of multiple intelligences, language learning should cater to diverse learning styles and intelligences, yet the current approach often lacks such differentiation. Schools in urban areas tend to allocate more time to subjects considered more 'important' like mathematics and science, sidelining regional languages like Lampung.

Furthermore, students' motivation to learn the Lampung language is often low. The expectancy-value theory of motivation suggests that students' interest and engagement depend on their perceived value of the subject and expectations of success [13]–[15]. The dominance of national and international languages in media and daily life, combined with a lack of innovative teaching methods, contributes to students' disinterest in the Lampung language [16]. Most teachers rely on traditional, less interactive teaching methods, which can lead to student boredom and disengagement. This study explores the use of technology as a potential solution to enhance student interest and participation. By leveraging educational technology such as learning applications and interactive media, Lampung language instruction can become more engaging and relevant for

students [17]–[20]. This approach aligns with efforts to modernize education and integrate technology to improve teaching and learning quality. Through this research, recommendations are anticipated for government, schools, and communities to enhance Lampung language instruction effectiveness. The research outcomes are also expected to inform the development of educational policies that are more inclusive and supportive of preserving local languages and cultures. Thus, this research contributes not only to academic discourse but also to tangible efforts in preserving the Lampung language as an essential part of Indonesia's cultural heritage.

METHODS

This study employs a qualitative approach using a case study method, aimed at gaining an in-depth understanding of the challenges faced in teaching the Lampung language at SDN 1 Tanjungsari, Lampung Selatan [21]. This approach is chosen because it allows for an exploration of complex phenomena within their real-life context, providing detailed insights into the specific challenges faced by teachers and students in this particular setting.

Research Subjects

The research subjects consist of teachers and students from grades 4 and 5 at SDN 1 Tanjungsari, Lampung Selatan. Subjects are selected through purposive sampling, which is a method of choosing individuals who are most likely to provide rich and relevant data. Teachers are selected because of their direct involvement in teaching the Lampung language, while students are chosen to provide a perspective on the learning process and any difficulties they encounter. This selection ensures that the data collected is directly related to the research objectives.

Data Collection Techniques

Data collection involves three primary techniques: classroom observations, in-depth interviews, and document analysis. Classroom observations are conducted to gain a direct understanding of the teaching dynamics, focusing on how lessons are delivered, the interaction between teachers and students, and the engagement levels of students during Lampung language lessons. In-depth interviews with teachers focus on understanding their perceptions of the challenges they face, including resource availability, student engagement, and instructional strategies. Interviews with students aim to uncover their experiences, motivations, and any specific difficulties they face in learning the Lampung language. Document analysis includes reviewing curricula, lesson plans, and teaching materials to understand how the Lampung language is integrated into the educational framework and the resources available to support learning.

Table 1. Description of data collection techniques

Technique	Description	Purpose
Classroom Observation	Direct observation of Lampung language classes focusing on teaching methods, teacher-student interactions, and student engagement.	To gain insights into the dynamics of language teaching and learning, and to observe practical challenges.
In-Depth Interviews	Semi-structured interviews with teachers and students to explore perceptions and	To uncover detailed information about challenges, strategies, and

	experiences related to teaching and learning the Lampung language.	motivations related to language learning.
Document Analysis	Review of curricula, lesson plans, and teaching materials used in Lampung language education at SDN 1 Tanjungsari.	To understand the educational context, resources, and content provided for Lampung language instruction.

Data Analysis Techniques

The data collected is analyzed using thematic analysis, which involves several steps. First, the data from interviews and observations are transcribed to ensure accuracy and completeness. The transcribed data is then coded to identify key themes and patterns related to the challenges in teaching and learning the Lampung language. Coding involves categorizing data into meaningful groups, which helps in identifying recurring issues and themes. Thematic analysis is then conducted to explore these themes in depth, understanding the relationships between different factors affecting language learning. This analysis provides a structured way to interpret the data, leading to insights into the underlying issues and potential solutions.

Table 2. Description of data collection techniques

Technique	Description	Purpose
Transcription	Converting audio recordings of interviews and observations into written text.	To ensure accuracy and completeness of the data for analysis.
Coding	Categorizing transcribed data into meaningful groups to identify key themes and patterns related to teaching and learning challenges.	To organize data systematically and identify recurring issues and themes.
Theme Categorization	Grouping coded data into broader themes that reflect various aspects of the challenges faced in Lampung language teaching.	To simplify and structure data analysis by highlighting major areas of concern.
Thematic Analysis	Analyzing the relationships between themes to explore underlying issues and potential solutions for language teaching challenges.	To interpret data and gain insights into the factors affecting Lampung language education.
Data Interpretation	Drawing conclusions from thematic analysis to provide insights into challenges and propose strategies for improving language teaching effectiveness.	To understand the implications of the findings and develop actionable recommendations.

Validity and Reliability

To ensure the validity and reliability of the findings, this study employs data triangulation by comparing and cross-verifying information obtained from observations, interviews, and document analysis. This approach helps to validate the consistency and accuracy of the findings. Member

checks are also conducted, where participants review the preliminary findings to confirm that the interpretations align with their experiences and perspectives. This process enhances the credibility of the study by ensuring that the findings accurately reflect the participants' views and experiences. Overall, these measures aim to provide a comprehensive and trustworthy understanding of the challenges in teaching the Lampung language at SDN 1 Tanjungsari, Lampung Selatan, and to propose effective strategies for improvement.

RESULT AND DISCUSSIONS

This study was conducted at SDN 1 Tanjungsari, Lampung Selatan, to analyze the challenges of teaching the Lampung language at the elementary school level. As a regional language rich in cultural and historical value, the Lampung language faces significant challenges in its continued use. Therefore, this study aims to identify and understand the main obstacles encountered in the Lampung language learning process and seek solutions that can be implemented to improve the quality and effectiveness of its teaching in elementary schools.

The research methodology involved a qualitative approach through classroom observations, in-depth interviews with teachers and students, and an analysis of curriculum documents and learning materials used at SDN 1 Tanjungsari. A total of 6 teachers and 142 students from grades 4 and 5 participated in this study. The findings of this research are summarized in several key points: limited teaching materials and resources, inadequate teacher training, and low student interest in learning the Lampung language.

Limited Teaching Materials and Resources

One of the main findings of this study is the limited availability of teaching materials and resources for Lampung language instruction. Classroom observations revealed that Lampung language learning heavily relies on outdated textbooks. Students were not actively engaged in the learning process because the materials were not presented in a way that was engaging or relevant to their current needs. Teachers indicated that the available teaching materials do not adequately support interactive and creative teaching. Many textbooks used are old editions that do not cover recent developments in language education and do not utilize technology and interactive media to capture students' interest.

Table 3. Availability of Teaching Materials and Resources at SDN 1 Tanjungsari

Type of Material	Availability (%)	Description
Textbooks	60%	Old books, no recent editions
Visual Media	30%	Limited to posters and static images
Digital Media	10%	Very limited, minimal access to technology

Table 3 shows that the available learning resources are very limited, particularly in terms of digital media, which is only 10%. This reflects a lack of innovation in presenting learning materials. Visual media, such as posters and static images, are only available at 30% and are insufficient to support more dynamic and creative learning. The existing learning materials do not align with students' current needs and preferences, which are more responsive to interactive media.

To address these limitations, it is recommended to develop interactive digital teaching materials such as animated videos and game-based learning applications. Using multimedia can provide a more dynamic and engaging learning experience for students [22]–[24]. Additionally, schools can collaborate with local developers or universities to create more innovative and culturally relevant materials. This aligns with research by Lilis Suryani, which shows that integrating technology in language learning can enhance student engagement and comprehension [25].

Inadequate Teacher Training

Another finding indicates that inadequate teacher training is a significant barrier in Lampung language instruction. Of the six teachers interviewed, most expressed a lack of confidence in delivering Lampung language materials due to insufficient specialized training. Based on the interviews, many teachers stated that the training they received was generally broad and not specific to regional language instruction, making it difficult for them to develop effective and engaging teaching methods for students.

Table 4. Teacher Training Levels in Lampung Language Instruction

Type of Training	Number of Teachers (%)	Description
Intensive Training	1 teacher (16.7%)	Only a small number of teachers participated
Basic Training	2 teachers (33.3%)	General training, not specific to Lampung
No Training	3 teachers (50%)	Majority of teachers have not undergone training

Table 4 shows that 50% of teachers have never attended specific training in Lampung language instruction, while only one teacher (16.7%) has participated in intensive training. This indicates that most teachers lack access to adequate training to improve their teaching skills in the context of the Lampung language. To enhance teacher competence in Lampung language instruction, regular workshops and training emphasizing innovative teaching techniques and technology use in the classroom are needed [26]–[29]. Such training can include using digital learning tools, developing more relevant curricula, and teaching methods that increase student engagement. Additionally, mentorship between experienced and new teachers can help transfer practical knowledge and enhance competence. This recommendation aligns with the findings of Badrun Kholid, which emphasize the importance of continuous training to improve the quality of regional language instruction [30].

Low Student Interest

Another challenge identified in this study is students' low interest in Lampung language learning. Classroom observations and interviews with students revealed that many students feel the Lampung language lessons are irrelevant and less interesting than other, more modern and contextual subjects. Students are more attracted to subjects that offer more interactive learning experiences and are related to their daily lives.

Table 5. Student Interest in Lampung Language Learning

Aspect of Interest	Percentage of Students (%)	Number of Students	Description
Highly Interested	10%	14 students	Only a few are very enthusiastic
Interested	25%	36 students	Some show interest
Less Interested	40%	57 students	Majority show little interest
Not Interested	25%	35 students	Perceive it as irrelevant

Table 5 indicates that 65% of the 142 students have low interest in learning the Lampung language. This suggests that students do not see direct relevance or benefits from learning the language in their everyday lives. The lack of variety and innovation in teaching methods also contributes to the students' low interest. To increase student interest, teachers suggest integrating local culture and interactive activities into the teaching process [31], [32]. For example, organizing storytelling competitions in Lampung or traditional art performances can make learning more appealing. Additionally, using technology such as virtual reality to explore Lampung's history and culture can also be considered. This approach will not only increase student engagement but also help them appreciate the value and relevance of local culture in their lives. These findings align with research by Abel Yahonis Romrome and Ouda Teda Ena, which shows that contextual and culture-based learning approaches can increase student interest and participation in regional language learning [33].

Discussion

The findings of this study highlight the need for updates in the approach to teaching the Lampung language at the elementary level. Limited materials and resources, inadequate teacher training, and low student interest are major challenges that need to be addressed to improve the effectiveness of Lampung language learning [3], [16]. In the context of globalization and modernization, regional languages like Lampung face serious threats to their continued use. Therefore, integrating technology and innovation in learning is crucial [34]–[36]. The use of digital technology to enrich learning materials is recommended as an effective solution that can be sustainably implemented. This will not only help increase student engagement but also strengthen the relevance and appeal of Lampung language learning to the younger generation. Additionally, the lack of training for teachers aligns with other research findings that emphasize the importance of continuous training to enhance teaching competence. Training focused on developing creative and innovative teaching methods can significantly positively impact teaching quality. Mentorship and collaboration among teachers can also be an effective strategy for sharing knowledge and experience in regional language instruction.

Students' low interest in the Lampung language indicates the need for a new approach that is more contextual and relevant. Linking language learning with local culture and students' daily lives can help increase their interest and participation [37], [38]. Interactive activities, such as art performances and the use of advanced technology, can provide a more enjoyable and meaningful learning experience for students [39]–[41]. Overall, this study emphasizes the importance of

strategic steps to preserve and promote the Lampung language among the younger generation. By leveraging technology, enhancing teacher training, and developing more engaging and relevant learning approaches, it is hoped that Lampung language learning can be more effective and sustainable in the future. Implementing these recommendations is expected to enable Lampung language learning to play a crucial role in preserving cultural heritage and local identity and preparing future generations to better understand and appreciate their cultural wealth.

CONCLUSION

This study identifies significant challenges in teaching the Lampung language at the elementary school level, particularly at SDN 1 Tanjungsari, Lampung Selatan. The research reveals that limited learning materials, inadequate teacher training, and low student interest are the main obstacles affecting the effectiveness of Lampung language instruction. To address these challenges, it is recommended to develop interactive digital learning materials, such as animated videos and game-based applications, to enhance student engagement. Additionally, regular teacher training focusing on innovative teaching techniques and the use of technology in the classroom needs to be enhanced. A learning approach that integrates local culture and interactive activities can increase student interest and participation. This study emphasizes the need for strategies to update the approach to teaching the Lampung language in the face of globalization and modernization. By implementing these recommendations, it is hoped that Lampung language education can play a crucial role in preserving cultural heritage and local identity, as well as preparing future generations to better understand and appreciate their cultural richness.

LIMITATIONS

This study is limited by its focus on a single elementary school (SDN 1 Tanjungsari), which may not fully represent broader educational contexts. The relatively small sample size of six teachers and 142 students limits generalizability, and the qualitative methods used, such as interviews and observations, may introduce researcher bias. Additionally, the study does not assess the long-term impact of interventions, such as digital resource integration or teacher training, on student engagement or language proficiency. Future research should involve a larger, more diverse sample and include quantitative measures to evaluate the effectiveness of these solutions over time.

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AUTHOR CONTRIBUTION

M. R. R was responsible for conceptualizing the study, conducting data collection, performing the initial analysis, and drafting the manuscript. E. P. Z contributed to the development of the methodology, supervised the data analysis, and undertook the critical review and editing of the manuscript. Both authors have read and approved the final version of the manuscript for publication.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used ChatGPT during the preparation of this work to receive recommendations for improving writing quality and ensuring clarity in language. After utilizing the tool, the authors thoroughly reviewed and edited the content as necessary and assumed full responsibility for the publication's content.

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