

Design of a Tolaki Language Teaching Module to Enhance Cultural Literacy among Students at SD Negeri 2 Konda

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ABSTRACT : This study aimed to identify development needs, design a Tolaki language teaching module, and assess its feasibility as an effort to enhance the cultural literacy of students at SD Negeri 2 Konda. The study employed Research and Development (R&D) using the ADDIE development model, which comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. The participants were teachers and students at SD Negeri 2 Konda. Data were collected through observation, interviews, documentation, tests, and validation by content, language, and media experts. Qualitative and quantitative analyses were used to determine development needs, the module-development process, and the feasibility of the resulting module. The findings showed that Tolaki language instruction at SD Negeri 2 Konda required a teaching resource containing basic Tolaki vocabulary, simple language structures, elements of local culture, learning activities, exercises, and evaluations tailored to the characteristics of elementary school students. Validation by content, language, and media experts indicated that the module was highly feasible for use in instruction. The implementation results also showed that the module increased students' active participation and enthusiasm and strengthened their understanding of the Tolaki language and local cultural values. The study concludes that the developed Tolaki language teaching module is feasible for use as a local-content teaching resource and has the potential to enhance elementary school students' cultural literacy.

Keywords: Teaching Module, Cultural Literacy, Tolaki Language, Elementary School.

INTRODUCTION

Local languages are an integral part of local culture and should be preserved through formal education. Mastery of a local language not only enriches students' linguistic competence but also strengthens cultural identity and instills local wisdom values. In Southeast Sulawesi, particularly in South Konawe Regency, the Tolaki language is used in a range of social and cultural contexts.

Tolaki language instruction at SD Negeri 2 Konda does not yet have a structured teaching module that is aligned with the curriculum and supports the development of students' cultural literacy. Teachers still rely on limited materials obtained from the internet or personal notes, so the learning process has not been optimal. In addition, students' cultural literacy remains low, as indicated by their

limited understanding of basic Tolaki vocabulary, Tolaki folktales, and the cultural values embedded in them.

Given these conditions, it is essential to design a Tolaki language teaching module that not only addresses linguistic aspects but also strengthens students' understanding of local culture. A well-designed teaching module can support teachers in delivering instruction, provide students with more meaningful learning experiences, and contribute to the preservation of the local language.

A language disappears when no members of a community use it as a means of communication. In Indonesia, one of the most concerning language issues is the critical condition of a number of local languages. Some local languages have relatively limited speaker communities, numbering only hundreds of thousands, and continue to experience a decline in the number of speakers. This condition is often not immediately visible; however, closer examination, particularly among younger generations as the successors of these languages, shows that many have only passive proficiency or are no longer able to speak their local languages at all. This occurs because Indonesian is more dominant in their daily activities, given its broader functions in social interaction and economic life.

Tolaki is one of the local languages spoken in Southeast Sulawesi. It has been transmitted across generations among the Tolaki people. Accordingly, the Tolaki community bears a moral responsibility to ensure the continuity and continued existence of its language. Linguistically, Tolaki exhibits both similarities to and distinctive features from Indonesian and other local languages across the Indonesian archipelago. Therefore, research on local languages is important for supporting language maintenance and development in each region.

The same applies to Tolaki and other local languages in Indonesia. A local language is a cultural element that plays a strategic role within its speech community, particularly as a means of communication. Local languages enable mutual understanding and complementary social interaction within a community. Their use can also strengthen social bonds and a sense of unity among people in a particular region. For these reasons, the maintenance and development of local languages are essential and can be advanced through research across various dimensions of language.

Keraf (1984: 20) argued that, in processes of development and nation building, the existence of diverse local languages is important for several reasons. First, local languages can enrich Indonesian, particularly its vocabulary and morphology. Second, they can help explain important factors that shape the characteristics and social structure of Indonesian society. Third, the study of regional literature can reveal correspondences in themes, language styles, and literary forms. Based on these

considerations, the researchers considered it necessary to conduct a study entitled "Design of a Tolaki Language Teaching Module to Enhance Cultural Literacy among Students at SD Negeri 2 Konda."

At SD Negeri 2 Konda, Tolaki language instruction has been implemented as a local-content subject. However, the learning process still faces several challenges, including a lack of systematic teaching materials, limited use of innovative learning media, and insufficient integration of local wisdom values into instructional content. These conditions have contributed to students' low interest in learning Tolaki and to a limited understanding of their own local culture.

A systematically designed Tolaki language teaching module can provide a solution for supporting a more effective learning process. The module should include not only linguistic content but also elements of local culture, such as everyday vocabulary, customs, colors, objects, body parts, and local wisdom values of the Tolaki community. Thus, Tolaki language instruction should focus not only on language mastery but also on strengthening students' cultural literacy. Based on these considerations, the authors undertook a study entitled "Design of a Tolaki Language Teaching Module to Enhance Cultural Literacy among Students at SD Negeri 2 Konda" as an innovative effort to support local-content instruction and the preservation of regional culture.

Education grounded in local culture is important for shaping students' identities and preserving cultural values amid modern developments. In Indonesia, the integration of local culture into learning is supported by Minister of Education and Culture Regulation No. 79 of 2014 on Local Content. In Southeast Sulawesi, particularly in Kendari City, Tolaki culture is a rich cultural resource with strong potential for integration into elementary school learning. Tolaki cultural elements such as the Lulo dance, Kalo Sara, traditional music, and oral narratives embody values of cooperation, togetherness, responsibility, and respect for social rules and norms.

The Tolaki are one of the largest ethnic groups in Southeast Sulawesi and have a long history and a culture that has been maintained to the present day. However, technological advances, globalization, and the influx of foreign popular culture have reduced younger generations' interest in local culture. As a result, Tolaki cultural values are increasingly marginalized, making preservation through education necessary. Various studies have shown that integrating local culture into learning can increase students' interest, strengthen character development, and contribute to cultural preservation. Nevertheless, Tolaki culture is still largely confined to extracurricular activities and formal events in elementary schools in Kendari City and has not been fully utilized in formal teaching and learning.

Based on these conditions, this study aimed to describe the need for developing a Tolaki language teaching module at SD Negeri 2 Konda, design a module suited to student characteristics and the curriculum, and determine the feasibility of the module based on validation by content, language, and media experts.

METHODS

This study employed a Research and Development (R&D) approach and used the ADDIE development model. Development research aims to produce an educational product and test its feasibility and effectiveness. The product developed in this study was a Tolaki language teaching module designed to enhance the cultural literacy of students at SD Negeri 2 Konda. The study focused not only on data collection but also on the design, development, and implementation of the teaching module as a local culture-based resource for local-language instruction.

The study used the ADDIE development model, which comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it is well suited to the systematic development of instructional materials and is straightforward to implement. The Design stage involved preparing an initial plan for the teaching module, including learning objectives, instructional content, learning activities, assessment of learning outcomes, and the module's visual presentation. During the Development stage, the module was completed and then reviewed by content, language, and media experts. It was subsequently revised in response to the experts' feedback until it was considered ready for pilot testing.

The Implementation stage involved piloting the teaching module with students at SD Negeri 2 Konda to examine how the learning process unfolded, students' responses, and the module's ease of use. The final stage, Evaluation, involved formative and summative evaluation to assess whether the teaching module was feasible, effective in use, and beneficial for enhancing students' cultural literacy.

RESULT AND DISCUSSION

RESULT

A. Needs Analysis Stage for the Teaching Module

The analysis stage was conducted to identify learning needs, student characteristics, and teachers' needs for Tolaki language teaching materials. Based on the teacher needs-analysis interview with the local-content teacher at SD Negeri 2 Konda, Tolaki language instruction had already been implemented but was not yet supported by a structured teaching module aligned with the characteristics of elementary school students. The teacher continued to rely on a limited range of

reference books. In addition, the teacher had difficulty presenting material that integrated the Tolaki language and local culture in an engaging manner.

Table 1. Summary of Interview Findings

Informant	Key Statements
Local-Content Teacher	1. Instruction is not yet supported by a systematic teaching module suited to the characteristics of elementary school students. 2. The learning process occasionally encounters challenges; some students show limited interest or enthusiasm in participating. 3. Books remain very limited in availability, making teaching materials difficult to obtain because few are currently available.

As presented in Table 1, the interview with the local-content teacher indicated that local-language instruction in elementary school still faced several challenges: the absence of a systematic teaching module suited to elementary school students, limited interest among some students in participating in learning, and the restricted availability of textbooks. These conditions create challenges for the learning process. Therefore, a teaching module is needed to help teachers conduct instruction in a more focused and effective manner.

The interview findings were consistent with the results of the student needs analysis based on observations and interviews with elementary school students. Most students still had limited ability to understand basic Tolaki vocabulary and used Indonesian more frequently than their local language in daily life.

The interviews and classroom observations identified several problems: students had limited knowledge of basic Tolaki vocabulary, did not yet understand Tolaki local cultural values adequately, showed relatively low interest in local-language learning, and lacked access to teaching materials that were engaging and appropriate to their developmental level.

Table 2. Observation Results

No	Observation Aspect	Findings
1	Use of Tolaki Language	The teacher uses Tolaki during the learning process.

2	Student Participation	Students actively use the language.
3	Cultural Literacy	Students are unfamiliar with Tolaki folktales or culture.
4	Learning Media	The teacher uses local culture-based media.
5	Learning Interaction	Two-way interaction occurs between the teacher and students.
6	School Environment	Symbols, ornaments, or other Tolaki cultural elements are present in the school environment.
7	Student Enthusiasm	Students show interest and enthusiasm in participating in learning.

As shown in Table 2, the findings indicated that the teacher used the local language and locally based cultural media, two-way interaction occurred, and student participation and enthusiasm were generally positive. However, students were unfamiliar with Tolaki folktales or culture, even though the school environment had begun to display Tolaki cultural elements. Therefore, a teaching module is needed that can improve language understanding while introducing Tolaki culture to students.

Following the interviews and observations, a curriculum analysis was conducted by examining the learning outcomes (CP) and learning objectives (TP) applicable under the Merdeka Curriculum for the local-content subject of Tolaki language. The analysis indicated that the module should include the following content:

Table 3. Results of the Module Development Analysis

Document	Content
Teaching Module	1. Introduces basic Tolaki vocabulary. 2. Includes body parts in Tolaki. 3. Includes names of objects in the surrounding environment. 4. Includes names of objects in Tolaki. 5. Includes simple expressions used in everyday life. 6. Introduces local Tolaki culture.

This content was selected because it was appropriate to the developmental level of elementary school students and could support the enhancement of cultural literacy. The content selected for inclusion in the teaching module was as follows:

Table 4. Selected Content for the Teaching Module

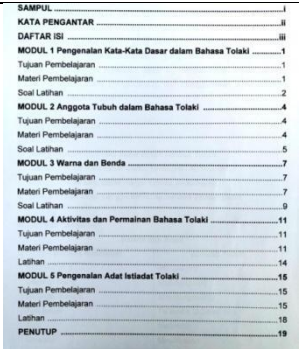
Document	Findings
Teaching Module	1. Introduces basic Tolaki vocabulary. 2. Includes body parts in Tolaki. 3. Includes names of objects in the surrounding environment. 4. Includes names of objects in Tolaki. 5. Includes simple expressions used in everyday life. 6. Introduces local Tolaki culture.

The content was organized from simpler to more complex concepts to facilitate student understanding.

B. Design Stage of the Teaching Module

After the needs analysis, the next stage involved designing the Tolaki language teaching module. The module structure included the module identity, learning activities, evaluation, and self-reflection. The design process comprised the design of the module structure, visual presentation, instructional content, and module assessment.

Table 5. Stages in Designing the Teaching Module

No	Image	Description
1		Shows the components of the teaching module, including module identity, learning objectives, instructional materials, learning activities, evaluation, and reflection.
2		Shows an example of basic Tolaki vocabulary presented with images and illustrations to facilitate student understanding.

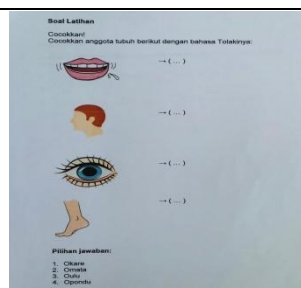
3

Kata Dasar Sehari-Hari	
Indonesia	Tolaki
Makan	Mongga
Minum	Moinu
Pergi	Lako
Datang	Leu
Lihat	Kumiki'i
Saya	Inaku
Kamu	Inggo'o
Kita	Ing'gito
Apa	Hawo

Salam dan Sapa	
Bahasa Indonesia	Bahasa Tolaki
Selamat pagi	Mo oru'oru
selamat siang	Mondongaleo
Selamat malam	Mondongawingi
Apa kabar	Te'embe to bawo miu
Baik	Meambo
Bersatu	Mepokoaso
Tidak	Oki

Shows an example of basic Tolaki vocabulary presented with images and illustrations to facilitate student understanding.

4



Shows the assessment format used in the module to measure students' understanding of Tolaki language content and cultural literacy.

C. Module Validation Results

Validation by content, language, and media experts produced the following summary:

Label 6. Summary of Module Validation Results

No	Validator	Percentage	Category
1	Content expert	100%	Highly feasible
2	Language expert	80%	Feasible
3	Media expert	100%	Highly feasible
Average		93,33%	Highly feasible

Based on Figure 2, the validation results showed an average score of 100%, categorized as highly feasible. The content expert stated that the material was aligned with the learning objectives, easy for students to understand, and effectively integrated elements of Tolaki culture. The expert recommended adding more varied practice exercises and examples of vocabulary use in everyday life. After the module was revised in accordance with the expert's suggestions, it was declared highly feasible for pilot testing.

The language-expert validation yielded an average score of 80%, categorized as feasible. The language expert judged the language to be communicative, simple, and appropriate to students' developmental level. Suggestions included correcting several

capitalization errors. After these revisions were made, the module was considered to meet the linguistic criteria and to be feasible for use.

Finally, the media-expert validation yielded an average score of 100%, categorized as highly feasible. The media expert judged the module design to be attractive, the images to be relevant to the content, and the layout to be systematic and supportive of student learning. The expert recommended adding several descriptions of the learning objectives. After revisions were made in accordance with the expert's feedback, the module was declared highly feasible for use in the learning process.

DISCUSSION

Based on the study conducted during the Analysis, Design, and Development stages, including expert feasibility validation of the local culture-based Tolaki Language Teaching Module at SD Negeri 2 Konda, several findings underscored the importance of developing teaching materials that respond to students' needs and the characteristics of the learning environment. This discussion is based on the needs-analysis results, the module design results, and the theories reviewed in the preceding sections.

The needs analysis showed that Tolaki language instruction at SD Negeri 2 Konda still faced several challenges. Observations and interviews with the teacher revealed that instruction was not yet supported by systematic and structured teaching materials. The teacher continued to use limited learning resources, such as personal notes and materials obtained from various sources that had not been specifically organized around students' needs. Consequently, the learning process was less than optimal and had not fully developed students' understanding of the Tolaki language and culture.

The student analysis also showed that most students still had limited ability to understand and use Tolaki vocabulary in everyday life. They used Indonesian more frequently than their own local language. The lack of engaging and contextual teaching materials contributed to low student interest in learning Tolaki. This finding is consistent with expert views that teaching materials suited to students' characteristics can enhance learning motivation, student engagement, and the achievement of learning objectives.

In response to these problems, the researchers designed a teaching module to support teachers and students in Tolaki language instruction. The module focused not only on linguistic aspects but also integrated elements of local Tolaki culture as a learning context. Local culture was integrated because culture is inseparable from language. By connecting language content with a culture familiar to students, the learning process can become more meaningful and easier to understand.

The results of the design stage showed that the developed teaching module met the characteristics of a well-designed module. It was organized systematically and structurally, beginning with the module identity, learning outcomes, learning objectives, instructional content, learning activities, student worksheets (LKPD), assessment, and reflection. These components were developed in accordance with the Merdeka Curriculum, enabling teachers and students to follow the learning sequence in an orderly and focused manner. The visual design also considered the characteristics of elementary school students. Bright colors, images of Tolaki culture, engaging illustrations, and a simple layout were intended to increase students' reading interest and learning motivation. An attractive module design is an important factor that can help students understand instructional content more effectively. In addition, images of local cultural elements such as the Lulo dance, Kalo Sara, Tolaki traditional houses, traditional clothing, and other cultural features were included to introduce Tolaki culture and foster pride in local culture from an early age.

These findings are consistent with Halil et al. (2024), who indicated that the use of learning modules based on local culture can make a positive contribution to improving students' literacy skills. In the context of this study, cultural literacy encompasses not only knowledge of Tolaki culture but also respect for culture, pride in regional identity, and the ability to use the local language in various simple communicative situations.

Furthermore, the findings showed that integrating local cultural elements into learning could increase students' active participation and enthusiasm. Students tended to be more interested in learning when the material was related to a familiar environment and culture. This finding indicates that local culture has the potential to serve as an effective learning resource for increasing student participation throughout teaching and learning activities. Using culture as a learning context can also support students' character development. Through exposure to Tolaki customs, cultural values, traditions, and local wisdom, students gain not only language knowledge but also an understanding of social values, mutual cooperation, respect for others, and appreciation for regional culture. Thus, Tolaki language instruction addresses not only cognitive aspects but also affective and social dimensions.

Overall, the results of the Analysis, Design, and Development stages indicated that developing a local culture-based Tolaki Language Teaching Module was an appropriate response to learning needs at SD Negeri 2 Konda. The module was designed in accordance with students' needs, the characteristics of elementary school learning, and the requirements of the Merdeka Curriculum. It is therefore expected to serve as an effective teaching resource for improving local-language proficiency,

strengthening cultural literacy, fostering pride in Tolaki culture, and supporting more engaging and meaningful learning experiences for students.

CONCLUSION

The needs analysis showed that Tolaki language instruction at SD Negeri 2 Konda was not yet supported by a systematic and contextual teaching module. Teachers continued to rely on limited learning resources, while most students had limited vocabulary mastery and suboptimal interest in their local language and culture. A structured teaching module suited to student characteristics was therefore needed.

The design of the Tolaki language teaching module through the Analysis, Design, and Development stages of the ADDIE model produced a systematic and contextual product that was appropriate to the characteristics of elementary school students and aligned with the requirements of the Merdeka Curriculum. Expert validation also showed that the teaching module was highly feasible according to the content expert, highly feasible according to the media expert, and feasible according to the language expert.

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