

# IMPLEMENTATION OF THE TERNATENESE LANGUAGE REVITALIZATION POLICY AS AN IDENTITY OF NORTH MALUKU CULTURE IN TERNATE CITY

Syahril Ibnu<sup>1</sup>, Nurprihatina Hasan<sup>2</sup>, Bahtiar Majid<sup>3</sup>

<sup>123</sup> Anthropology Study Program, Faculty of Humanities, Universitas Khairun

Corresponding email: [nurprihatina\\_hasan@yahoo.com](mailto:nurprihatina_hasan@yahoo.com)

Received: 20<sup>th</sup> of November 2020, Accepted: 24<sup>th</sup> of November 2022, Published: 31<sup>th</sup> of December 2022

## Abstract

*This study aims to see how the Ternatenese language revitalization policy is implemented in Ternate City, especially 1). To identify what efforts have been and will be carried out by the Municipal Government of Ternate in revitalizing Ternate Language in Ternate City, and 2). To see how Ternatenese language revitalization occurs through Ternatenese teaching and learning in elementary schools in Ternate City. This study used qualitative research and involved 96 (ninety-six) participants, consisting of three (3) related officials, three (3) community leaders, 15 primary school heads, 15 elementary teachers, and 60 elementary students from four sub-districts in Ternate City. (North Ternate, Central Ternate, South Ternate, and Ternate Island. The research participants were selected by applying the purposive sampling technique. Data were collected through face-to-face interviews and relevant documents. The data were analyzed using thematic analysis. Research findings indicate that some Ternatenese language revitalization programs in Ternate City have been and will be carried out by both relevant agencies and schools with several successes, obstacles, and hopes.*

**Keywords:** *language revitalization policies, ternatenese, qualitative method, thematic analysis*

## Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana kebijakan revitalisasi Bahasa Ternate di Kota Ternate dilaksanakan, khususnya untuk: 1). Mengidentifikasi upaya apa saja yang telah dan akan dilakukan Pemerintah Kota Ternate dalam merevitalisasi Bahasa Ternate di Kota Ternate, dan 2). Mengetahui bagaimana revitalisasi Bahasa Ternate melalui pembelajaran Bahasa Ternate di sekolah-sekolah dasar di Kota Ternate. Penelitian ini menggunakan penelitian kualitatif dan melibatkan sekitar 96 (Sembilan puluh enam) partisipan, terdiri dari tiga (3) pejabat terkait, tiga (3) tokoh masyarakat, 15 kepala SD, 15 guru SD, dan 60 siswa SD dari empat kecamatan di Kota Ternate (Ternate Utara, Ternate Tengah, Ternate Selatan, dan Pulau Ternate. Pemilihan partisipan penelitian dengan menggunakan *Purposive Sampling Technique*. Data dikumpulkan melalui wawancara tatap muka dan dokumen yang relevan. Data dianalisa menggunakan analisa tematik (Thematic Analysis). Temuan penelitian menunjukkan bahwa ada sejumlah program revitalisasi Bahasa Ternate di Kota Ternate sudah dan akan dilakukan baik oleh dinas terkait maupun sekolah dengan beberapa keberhasilan, kendala, dan harapan.

**Kata Kunci:** *kebijakan revitalisasi bahasa, bahasa ternate, metode kualitatif, analisis tematik*

Copyright (c) Syahril Ibnu, Nurprihatina Hasan, Bahtiar Majid

## INTRODUCTION

Local languages including Ternatenese need to be revitalized so that their survival is maintained. This is because the role and function of local languages, apart from Indonesian and foreign languages, must be considered. Government Regulation (PP) of the Republic of Indonesia Number 57 of 2014 concerning the Development, Fostering, and Protection of

Languages and Literature, as well as Improving the Function of the Indonesian underlines the functions of Local Languages. Article 6 of the regulation stated that Local Languages function as a). forming ethnic personality; b). enforcing local identity; c). a means of expressing and developing local literature and culture within the Indonesian frame. Local languages can also function as a). means of communication within the family and local community; b). local Mass Media language; c). Indonesian language support facilities; and d). sources of Indonesian Language Development.

According to Budiwiyanto (2019), language revitalization is an effort to return endangered languages to a better level of use in society after experiencing a decrease in usage. Furthermore, Budiwanto (2019) emphasized that the main task of language revitalization includes 1). teaching language to those who do not know the language and 2). making people who learn the language and people who already know the language use it in a broader situation. The goal of intergenerational transmission is successful if the second task can be achieved. Of course, it is a task as well as a tough challenge.

Budiwanto (2019) citing Hinton (2011) proposed six concrete efforts that can be made to restore the use of language that is almost extinct, namely: 1). learning a few words, such as greetings and introductions or short conversations; 2). collecting linguistic publications, field notes, and sound recordings as part of the creation of community-based resources and archives; 3). developing a system of writing and making community-based dictionaries and pedagogical grammar; 4). make audio or video recordings of the remaining speakers to document and archive examples of their use of language by making a corpus of various types of materials; 5). attend language classes or language camps; 6). run full immersion schools (schools in which the language of instruction is the endangered language itself) for children in communities who have the resources to support them.

Efforts to protect local languages need the involvement of the government, including local governments. Article 9 of Government Regulation Number 57 of 2014 stated that (1) Local Government develops, fosters, and protects language and literature based on national policies. Local governments include implementing the Development, Fostering, and Protection of Local Languages and Literature through various supports. Furthermore, Article 28 of the regulation underlined that (1). Protection of Local Languages is carried out to maintain the position and function of Local Languages as forming ethnic personalities, enforcing local identity, and a means of expressing and developing local literature and culture; (2). Local Language Protection is carried out at least through a). education; b). exploring the potential of language; c). literacy;

d). data collection; e). registration; f). revitalizing the use of local languages; g). documentation; and h). publication.

Long before the launch of Government Regulation Number 57 of 2014, the Provincial Government of North Maluku through the Local Regulation (Perda) of North Maluku Province Number: 9 of 2009 concerning Maintenance of Local Language and Literature emphasized several efforts that could be made to maintain Local Languages. In this regard, efforts to protect and maintain Ternatenese as one of the local languages in North Maluku Province have been initiated through a policy of the Mayor of Ternate, including requiring that Ternatenese be taught at schools. How the implementation of local revitalization policies through the protection and maintenance of local languages, especially Ternatenese, including learning Ternatenese at schools is the focus of this research.

Studies related to the Ternatenese language were carried out with a focus such as on its structure (Apitulay et al, 1981), and the factors that challenge Ternatenese language maintenance (Ahmad et al, 2016). The justification for Ahmad et al's (2016) research was that Ternate was the center of education and trade in North Maluku Province. This fact made Ternate society multilingual. Ternatenese-Malay is generally used as a lingua franca in addition to Indonesian. The domination of these two languages has pushed Ternatenese to shift or die in a relatively short time. Meanwhile, Maricar and Duwila (2017) conducted research related to the vitality of Ternatenese on Ternate Island. Noviyanti (2017) conducted a study on designing educational game applications for learning the Ternatenese language in children. Karim and Hasim (2018) conducted research related to the use of Ternatenese in oral literature and religious ritual events.

Other studies on the Ternatenese language focused on pronouns in Ternatenese (Duwila & Nurfani, 2019), the morpheme *ma-* in Ternatenese (Masita & Duwila, 2019), a sociolinguistic study on the shift from Ternatenese to Tidorenesse in the Foramadiyah sub-district (Maulud & Jalaluddin, 2019), and Ternatenese and Tidorenesse viewed from comparative historical linguistic and dialectological perspectives (Duwila, 2021).

The current research is different from the research conducted by Ahmad et al (2016). While Ahmad et al's (2016) research focused more on the factors that challenge Ternatenese language maintenance, the current research emphasizes more on the extent to which Ternatenese language revitalization policy has been implemented, including the Ternatenese teaching and learning at schools. More specifically, this study wants: a). to identify what efforts have been made by the Municipal Government of Ternate in revitalizing the Ternatenese language in Ternate City, and

b). to see how the revitalization of Ternatenese through the Ternatenese teaching and learning at elementary schools in Ternate City.

## **METHOD**

This research was qualitative because the researchers wanted to know in detail the phenomenon being studied, not trying to associate two or more variables. Creswell (2012) stated that the processes in qualitative research include: exploring an issue, creating a thorough comprehension of a central phenomenon, collecting the intended data in the form of words, and the data are then examined by applying text analysis for themes and descriptions.

The subjects of this study were the parties involved in the implementation of the Ternatenese language revitalization policy totaling 96 (ninety-six) participants, including three (3) related officials, three (3) community leaders, 15 elementary school principals, 15 elementary school teachers, and 60 elementary school students. The participants were selected using the purposive sampling technique, which means that the sample selected could provide complete data that could answer the questions of this research. However, sample selection also took into account the distribution and representation of samples in Ternate City. They included three officials involved in the Ternate City Government, namely the Head of the Culture Office, the Head of the Language and Literature Division, and the Head of Planning at the Culture Office; three (3) community leaders, 15 elementary school principals consisting of six (6) elementary school principals in North Ternate, four (4) elementary school principals in Central Ternate, three (3) elementary school principals in North Ternate, and two (2) elementary school principals in Ternate Island District. In addition, 15 Ternatenese Language teachers from 15 elementary schools and 60 students from 15 elementary schools in four districts (North, Central, South, and Ternate Island) or four (4) students each from each of the 15 elementary schools were also involved in this research.

This research was conducted in 15 public and private elementary schools in four (4) sub-districts in Ternate City with the following details: six (6) elementary schools in North Ternate District, four (4) elementary schools in Central Ternate District, three (3) elementary schools in the District South Ternate, and two (2) elementary schools in Ternate Island District.

Data collection in this study was carried out through interviews and documents (Creswell, 2012). In this case, the researchers interviewed research subjects representing policymakers, community leaders, elementary school principals, elementary school Ternate language teachers, and elementary school students. The documents that could be collected were in the form of program documents, Ternatenese Language Teaching Textbooks in elementary schools of Years

1-6, and Lesson Plans (RPP). The data collected in the form of interviews and documents were analyzed using thematic analysis as suggested by Miles and Huberman (1978) and Seale (2004).

## **FINDINGS AND DISCUSSION**

### **Findings**

This research mainly focused on identifying what the Ternate City Government has done and is going to do in revitalizing Ternatenese in Ternate City and seeing how the revitalization of the Ternatenese language through learning Ternate at schools in Ternate City has taken place. The research findings can be presented as follows:

### **Efforts that have been and will be made by the Municipal Government of Ternate in revitalizing Ternatenese in Kota Ternate**

Interview data with relevant officials and existing documents showed that several policies have been implemented, including several programs that were started to be carried out in 2020. For example, from an analysis of interview data with the Head of Language and Literature at the Culture Office of Ternate City, it showed that several programs have been carried out to revitalize Ternatenese, namely: starting in 2009 Ternatenese Language Revitalization Team was formed which then gave birth to the need for learning Ternatenese in elementary schools; and the team that compiled Ternatenese textbook. Specifically for learning Ternatenese in elementary schools which began in 2009, several criteria were set, namely that teachers must hold a Bachelor's degree (S1) with educational background and master Ternatenese language. The Head of Language and Literature said: "Ternate language teachers must know the local language and know teaching or teaching knowledge both civil servants and non-permanent employees (PTT) and in one school there are two teachers, one ASN and one PTT". Interview data also showed that Ternatenese language revitalization program included competency training for Ternatenese language teachers and the Dorabololo competition which has been held annually since 2009.

Furthermore, analysis of interview data with the Head of Language and Literature revealed that there are several programs and plans that have been carried out starting in 2020, such as the Literacy Program, Compilation of the Ternate-Indonesian dictionary, Inventory of native Ternate speakers, Evaluation of the existing Ternate Language curriculum, and training towards the 2013 curriculum. Besides, it also encourages Ternate language learning plans through formal education in Early Childhood Education (PAUD) and secondary schools in Ternate City. In addition to continuing the program that is already running, the Head of the Planning Division of the Culture Office has set several programs related to the revitalization of Ternate for 2020, namely: 1). Preparation of semester questions in Ternate for elementary school level; 2).

Preparation of local examination questions for Grade 6 students in Ternate City; 3). Training workshop for improving the quality of language and literature teachers in the Ternate Region; 4). Interest, talent, and creativity competition in Ternate Language and Literature; 5). Ternate Language Development in 44 'Kelurahan' in Ternate City; and 6). National Language Month.

Several programs that were started in 2020 are in line with interview data with the Head of the Culture Service which showed that there are several problems such as 1). There are fewer and fewer speakers (only native Ternatenese people and that too in the upper part of Ternate City; 2). Since birth, most children in Ternate City do not speak Ternatenese, even from parents who know to use Ternatenese; and 3). Children are only taught Ternatenese at school; most of them do not use it at home anymore. The three problems have been included in the Culture Office of Ternate City. In summary, several programs that have been and will be carried out by the Ternate City Government to revitalize the Ternatenese Language can be illustrated as follows:

The Ternatenese Language Revitalization Program that has been carried out	Ternatenese Language Revitalization Program to be carried out
<ul style="list-style-type: none"> <li>• Establishment of Ternatenese Language Revitalization Team;</li> <li>• Formation of the elementary school Ternatenese Language Textbook Compilation Team for Year 1-6;</li> <li>• Ternatenese Language Learning in elementary school Year 1-6;</li> <li>• Ternatenese Language Teacher Training; and</li> <li>• 'Dorabololo' Competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Program;</li> <li>• The preparation of a Ternatenese-Indonesian dictionary;</li> <li>• Inventory of native Ternatenese language speakers;</li> <li>• Evaluation of the existing Ternatenese Language curriculum;</li> <li>• Training towards Curriculum 2013 ;</li> <li>• Ternatenese language learning plans in kindergarten and in secondary schools;</li> <li>• Preparation of semester test items in Ternate for elementary school level;</li> <li>• Preparation of local examination questions for Year 6 students in Ternate City;</li> <li>• Training workshop for improving the quality of language and literature teachers in Ternate Region;</li> <li>• Interest, talent, and creativity competition in Ternatenese Language and Literature; Ternatenese Language Development in 44 Kelurahan in Ternate City; and</li> <li>• National Language Month.</li> </ul>

Figure 1. The Ternatenese Language Revitalization Programs

## **Revitalization of Ternatenese Language through Ternatenese Language Teaching and Learning at Schools in Ternate City**

Analysis of interview data with elementary school principals, Ternatenese language teachers and students from 15 elementary schools in four (4) sub-districts in Ternate City found several successes as well as obstacles in teaching and learning Ternatenese.

### **Successes**

Some of the successes revealed from the interview data with 15 primary school principals, for example, that Ternatenese language learning had been carried out in all elementary schools (SD) involved in this study. Some of the lessons started in 2010, such as in SD 38, SD 39, SD 40, and SD 49. Students learned Ternatenese began in 2011, such as in SD 50, and started in 2015 as in SD 23.

Interview data with the principal and teachers also showed that, in general, elementary students were enthusiastic about learning Ternatenese at schools. This was revealed from interviews with the elementary school Principals and Ternatenese Language teachers. For example, Ternatenese language teachers at SD 38, SD 39, SD 40, SD Islamiyah 1, and SD Catholic Santa Theresia revealed that during the teaching and learning process, students were happy and excited about learning Ternatenese.

Besides, there was also a growing awareness among elementary school principals and Ternatenese Language teachers about the importance of learning Ternatenese at schools. For example, the principal of SD 38 stated: "I am happy that Ternatenese is taught at schools. This is a good start to preserve Ternatenese Language". The same thing was stated by the principal of SD Islamiyah 1: "This is for the preservation of the endangered Ternatenese language". There was a high commitment from the elementary school principals regarding Ternatenese language teaching and learning by ensuring that the Ternatenese language is used in every activity at schools such as ceremonies. For example, the principal of SD 63 said: "I force everyone to use Ternatenese, the children use Ternatenese, the ceremony should use Ternatenese, the teacher's orders, for example, use Ternatenese, teachers from Java must also use Ternatenese".

Another success is that many students acquire and use Ternatenese among friends, teachers, and parents, especially in elementary schools where the community is still actively using Ternatenese in daily activities such as elementary school 63 and 69. Broadly speaking, the successes of learning the Ternatenese language in elementary school can be summarized as follows:

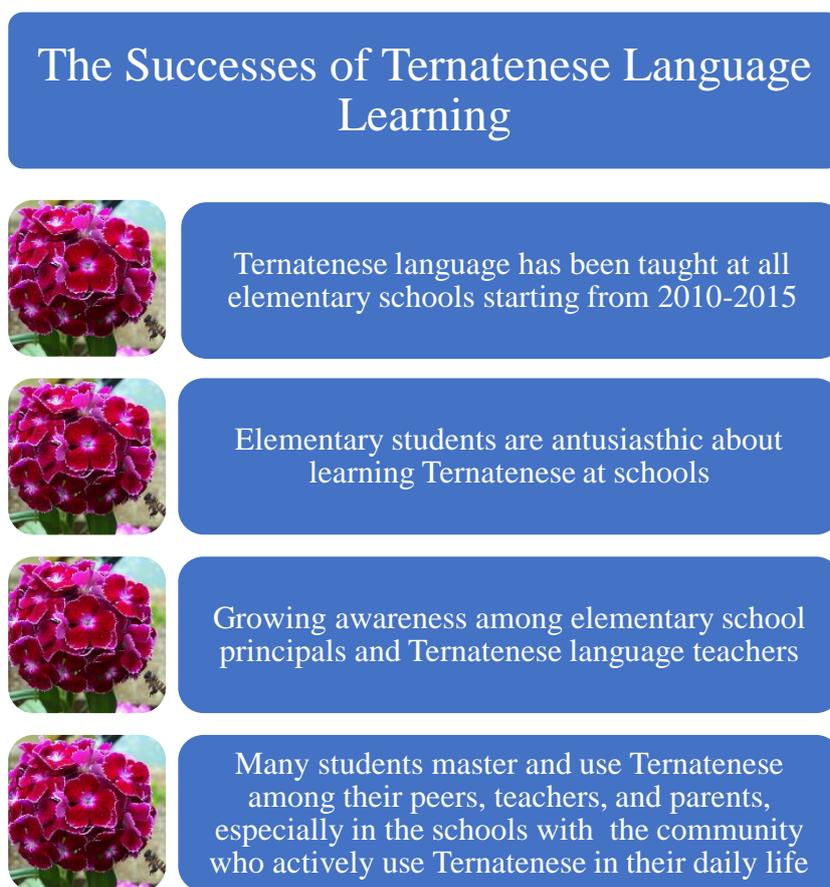


Figure 2. The Successes of Ternatenese language teaching and learning

### Obstacles

However, several obstacles to learning Ternatenese exist in elementary schools. Analysis of interview data with all elementary school principals and Ternatenese language teachers showed that there were no handbooks for students and this caused the students' learning of Ternatenese to be not optimal. Interviews with Ternatenese language teachers also indicated that there were obstacles related to high teaching loads, late payment of teaching fees, unsustainable Ternatenese language learning in schools, and lack of or no support for the continued use of Ternatenese outside the classrooms at schools and at homes.

Related to the teaching load, one Ternatenese language teacher teaches 12 Ternatenese language study groups (Rombel) from Year 1-6 with one face-to-face (2 x 35 minutes) per class. Ibu Fatmi Jabir, a Ternatenese Language teacher at SD 38 said: "I teach 12 groups from Year 1-6 a week. My suggestion is to add teachers". Regarding the delay in teaching fees, all the Ternatenese language teachers interviewed, especially those with the status of temporary employees (PTT), said: "Fees of 700 thousand Rupiahs for several months have not been paid". Also, the Ternatenese language teachers who have the status of the State Civil Servants (ASN) also teach other subjects such as sports as expressed by the Ternatenese language teacher at SD

6 and SD 69: "Besides teaching Ternatenese, I also teach sports subject". From this situation, Ternatenese language learning in the classroom was not optimal.

Regarding the unsustainability of Ternate language learning in schools, it was revealed from the interview data of the SD 39 teacher who said that students were enthusiastic about learning Ternatenese but until Year 4 stopped because the teacher moved to other schools and there was no substitute. Furthermore, there is a Ternatenese language subject that is not taught in Year 6 because the school considered that the Ternate language subject is not a subject that is tested on the local exam as revealed in an interview with the elementary school principal of the Santa Theresia Catholic.

Not or lack of support from the school using Ternate outside the classroom in schools and the community was evident in the data. Although there are schools that are committed to making one day a special day using the Ternate language such as Santa Theresia Catholic Elementary school on Friday, several schools have not consistently done this, especially in schools located in North Ternate, Central Ternate, and South Ternate districts where the school environments are not in areas where the people use Ternatenese as their everyday language.

The absence or lack of support from the school and parents in learning Ternate was also revealed in the interview data with students from schools in North Ternate, Central Ternate and South Ternate sub-districts that they did not use Ternatenese outside the classroom either at school or home. . For example, students from SD 6, SD 38, SD 39, SD 40, SD Islamiyah 1, and SD 23 said that at schools they did not use Ternatenese with either friends or teachers. Equally, at home they did not use the Ternate language, their parents did not know the Ternatenese language, or even though some of their parents knew and some used the Ternatenese language, the parents did not use it in communicating with their children. Their parents preferred to use Ternate Malay.

Besides, the learning principles recommended in the 2013 curriculum learning such as text-based learning, using a scientific approach, and the use of student-centered learning models have not been maximally used. For example, interview data with several elementary school Ternatenese language teachers showed that they more often used the translation method (translation) from Ternatenese to Indonesian and vice versa at the level of words, phrases, sentences, paragraphs, and discourse. They reasoned to adjust the abilities to existing, students, even though the teacher's handbook already existed. Furthermore, it has not fully taught the stages of language skills that should be in the text of listening, speaking, reading, and writing. The existing textbooks published in 2016 were still based on the KBK Curriculum, not

accompanied by instructions on how to present the learning materials, even though the contents and topics of discussions maybe still relevant.

### **Hopes**

Analysis of interview data with the principals of and Ternatenese language teachers in 15 elementary schools in four sub-districts in Ternate City revealed several hopes that future learning would be better, namely: the need for textbooks for students, the need for additional Ternatenese language teachers to reduce the teaching load, and the need for training related to learning following the 2013 curriculum. Also, it is necessary to revise the existing curriculum and textbooks, be on time in the payment of teaching fees, teachers' involvement in the preparation of semester exam items, it is necessary to hold local examinations for Ternate, need for parental involvement in using Ternatenese, and plans to start learning Ternatenese in kindergarten and secondary schools.

### **DISCUSSION**

The success factors found in this study are not evident in the study carried out by Ahmad et al (2016). The findings of this study which are related to obstacles in learning Ternatenese are in line with the findings that emerged from the research conducted by Ahmad et al. (2016) which show that several factors become obstacles in maintaining the Ternatenese language, namely related to the factors of teachers, government, facilities, and community factors. In this study, teacher factors include aspects of mastery of approaches, methods, and teacher learning models in Ternatenese language learning and high teaching load. Government factors are related to the delay in providing teaching fees for temporary teachers, and policies related to the absence of sustainable Ternatenese language learning between classes in schools, it seems that the number of Ternatenese language teachers in elementary schools is fulfilled, and only provides teacher books. The facility factor is related to the unavailability of textbooks for students, including learning media. Meanwhile, the related community factor is the absence or lack of support from parents and the community in using the Ternate language, especially in the three sub-districts: North Ternate, Central Ternate, and South Ternate. What was not found in Ahmad et al's (2016) study, but found in this research, were obstacles related to the school factors. In this case, there is no or lack of support and commitment from the school in facilitating the use of Ternatenese by students outside of the school class, such as the consistency of using a specific day to use Ternatenese, especially in elementary school in the three sub-districts mentioned above.

The findings of this study related to the obstacles to learning Ternate are also in line with the problems that have been mapped by the Cultural Service and have been included in the 2020 Cultural Principles document, namely 1). The number of speakers of the Ternatenese Language

is decreasing (only native Ternatenese people and even then in the upper area of Ternate City; 2). Since birth, most children in Ternate City do not speak Ternatenese, even from parents who know to use Ternatenese; and 3). Children are only taught Ternatenese at schools; most do not use it at home anymore. However, the problems mapped by the Cultural Office only reflect part of the constraints or problems found in this study. Constraints related to the punctuality of teaching fee payments, the absence of student textbooks, the learning process that was not optimal, and school support escaped the observation and mapping of the Ternate City Culture Office.

The hopes of elementary school principals and Ternatenese Language teachers related to the obstacles faced in learning Ternatenese have been partly accommodated in the 2020 program plan of the Ternate City Cultural Service such as 1). Preparation of semester questions in Ternatenese for elementary school level; 2). Preparation of local examination questions for Year 6 students in Ternate City; 3). Training workshop for improving the quality of language and literature teachers in Ternate Region; 4). Interest, talent, and creativity competition in Ternate Language and Literature; 5). Ternatenese Language Development in 44 Kelurahan in Ternate City; and 6). National Language Month. What needs to be underlined is the need for the involvement of teachers, especially in the preparation of semester and local examination questions for the Ternatenese Language.

## CONCLUSION

Some Ternatenese language revitalization programs in Ternate City have been and will be carried out by both relevant agencies and schools with several successes, obstacles, and hopes. The Ternatenese language revitalization programs that have been and are planned to be carried out are mainly related to supporting the revitalization of the Ternatenese language through education, such as the formation of the Ternate Language Revitalization Team, providing sufficient and up-to-date textbooks, teacher professional development in teaching methods and language assessment. Sustainable programs to support the revitalization of the Ternatenese language from outside the schools such as Interest, talent, and creativity competitions in Ternatenese Language and Literature, Ternatenese Language Development in villages, and National Language Month are equally important. Students' enthusiasm for learning Ternatenese, the growing awareness of school principals and teachers in Ternatenese Language learning, and the best practice of Ternatenese language learning in some areas in Ternate city especially in elementary schools in the District of Ternate Island should be the great starting moment to keep Ternatenese language learning going. All parties (local government, the principal, the Ternatenese language teachers, and students) should be hand in hand to overcome

the obstacles that emerged so that the revitalization of the Ternatenese language through language learning at schools can be successful.

### ACKNOWLEDGMENT

In this opportunity, the researchers would like to thank the Research and Community Service Office of Universitas Khairun for the funding assistance so that this research could be successfully conducted as expected.

### REFERENCES

- Ahmad, M., Sumarlam, S., Djatmika, D., & Marmanto, S. (2016). Pemertahanan Bahasa Ternate pada masyarakat multilingual Ternate. *International Seminar Prasasti III: Current Research in Linguistics*. Retrieved March 19, 2019 from <https://jurnal.uns.ac.id/prosidingprasasti/article/view/1574>
- Apituley, C., Lessy, A., Takaria, D., Pattiselanno, M.J. & Sahertian, A. (1981). *Struktur Bahasa Ternate*. Pusat Pembinaan dan Pengembangan Bahasa Departemen Pendidikan dan Kebudayaan. <https://repositori.kemdikbud.go.id/3620/>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications, Inc.
- Duwila, E., & Nurfani, N. (2019). Penanda kata ganti orang dalam Bahasa Ternate. *Gramatika: Jurnal Ilmiah Kebahasaan dan Kesastraan*, 7 (1), 71-79.
- Duwila, E. (2021). Bahasa Ternate dan Bahasa Tidore (Kajian Linguistik Historis Komparatif dan Dialektologi). *Tekstual*, 19 (2), 70-77.
- Karim, K. and Hasim, R. (2018). Penggunaan Bahasa Ternate dalam sastra lisan dan acara ritual keagamaan. *Jurnal Ilmu Budaya*, 6 (1), 166-175.
- Kementerian Hukum dan Hak Asasi Manusia Republik Indonesia. (2018). *Peraturan presiden Republik Indonesia nomor 65 tahun 2018 tentang tata cara penyusunan pokok pikiran kebudayaan daerah dan strategi kebudayaan*.
- Kementerian Pendidikan dan Kebudayaan. (2018). *Penyusunan pokok pikiran kebudayaan daerah kabupaten/ kota*
- Kementerian Pendidikan dan Kebudayaan. (2018). *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 45 Tahun 2018 Tentang Pedoman Penyusunan Pokok Pikiran Kebudayaan Daerah*.
- Kementerian Sekretariat Negara Republik Indonesia. (2017). *Undang undang nomor 5 tahun 2017 tentang pemajuan kebudayaan*.
- Malut Pos. (2018). *Dikbud kembangkan pembelajaran Bahasa Ternate*. <http://news.malutpost.co.id/index.php/read/2018/09/12/1/6512/dikbud-kembangkan-pembelajaran-bahasa-ternate>
- Maricar, F. & Duwila, E. (2017). Vitalitas bahasa Ternate di Pulau Ternate. *ETNOHISTORI: Jurnal Ilmiah Kebudayaan dan Kesenjaraan*, IV (2), 136-151.
- Masita, N.S. & Duwila, E. (2019). Morfem ma- dalam Bahasa Ternate. *Tekstual*. 17 (2), 72-81.

- Maulud, I., & Jaluluddin, N. (2019). Pergeseran Bahasa Ternate ke Bahasa Tidore di Kelurahan Foramadiyah (Suatu Tinjauan Sociolinguistik). *Tekstual*. 17 (2), 82-88.
- Noviyanti, S. (2017). Perancangan aplikasi game edukasi untuk pembelajaran Bahasa Ternate pada anak-anak. *Indonesian Journal on Information System*, 2 (2), 57-68.
- Peraturan Daerah Propinsi Maluku Utara (2009). *Pemeliharaan Bahasa dan sastra daerah*.
- Peraturan Pemerintah Republik Indonesia (2014). *Pengembangan, pembinaan, dan perlindungan bahasa dan sastra, serta peningkatan fungsi Bahasa Indonesia*.
- Seale, C. (2004). Coding and analyzing data. In C. Seale (Ed.), *Researching Society and Culture* (2nd ed., pp. 305-323). SAGE Publications.