

# The Utilization of Three-Dimensional Books and Ika Duba Hand Puppets Based on a Sociolinguistic Approach in Improving Lampung Language Literacy

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## ABSTRAK

**Tujuan.** Penurunan jumlah penutur bahasa Lampung, terutama di kalangan generasi muda, mengancam keberlanjutan bahasa ini dan berpotensi menjadikannya sekadar simbol budaya tanpa fungsi komunikatif. Penelitian ini menganalisis pemanfaatan buku tiga dimensi dan boneka tangan *Petualangan Ika dan Duba* sebagai media literasi untuk memperluas domain penggunaan bahasa Lampung dan memperkuat sikap positif anak terhadap bahasa daerah Lampung.

**Material dan Metode.** Pendekatan kualitatif digunakan dengan kajian literatur, analisis isi, dan dokumentasi lapangan dari Laporan Krida Duta Bahasa Nasional Provinsi Lampung.

**Hasil.** Hasil penelitian menunjukkan bahwa penggunaan buku tiga dimensi dan boneka tangan Ika Duba mampu meningkatkan minat baca, keterlibatan, serta kebanggaan anak terhadap bahasa Lampung. Berdasarkan survei kepuasan, lebih dari 85% peserta menyatakan bahwa media ini menarik dan membantu mereka memahami kosakata baru bahasa Lampung. Guru dan fasilitator melaporkan adanya peningkatan kemampuan mendengar dan berbicara anak dalam bahasa daerah. Selain itu, 90% responden menyebut media ini relevan dengan konteks sosial budaya lokal dan dapat meningkatkan sikap positif terhadap bahasa Lampung. Media ini juga terbukti membantu guru dalam penyediaan bahan ajar kontekstual dan memperluas domain penggunaan bahasa Lampung dari ruang domestik ke ranah pendidikan formal maupun nonformal.

**Kesimpulan.** Pemanfaatan buku tiga dimensi dan boneka tangan *Petualangan Ika dan Duba* menjadi inovasi efektif dalam meningkatkan literasi sekaligus melestarikan bahasa daerah, khususnya bahasa Lampung. Media ini berkontribusi pada perubahan sikap berbahasa yang lebih positif, memperkuat identitas budaya lokal, serta menghadirkan pengalaman belajar yang menyenangkan bagi anak-anak. Namun demikian, implementasi media ini masih menghadapi tantangan, seperti keterbatasan sumber daya, kompetensi guru, dan keberlanjutan program. Oleh karena itu, diperlukan dukungan kebijakan pendidikan, pelatihan guru, serta kolaborasi antara pemerintah, lembaga pendidikan, dan komunitas bahasa untuk memperluas dampaknya. Dengan pendekatan yang komprehensif dan partisipatif, media literasi berbasis budaya lokal ini dapat menjadi model revitalisasi bahasa daerah di Indonesia.

## Kata Kunci

Bahasa Lampung; Boneka Tangan; Buku Tiga Dimensi; Revitalisasi Bahasa Daerah;

## ABSTRACT

**Backgrounds.** The declining number of Lampung language speakers, particularly among younger generations, poses a serious threat to the language's sustainability and risks reducing it to a mere cultural symbol devoid of communicative function. This study analyzes the use of the three-dimensional book and hand puppet "Petualangan Ika dan Duba" as literacy media to expand the domains of Lampung language use and to strengthen children's positive attitudes toward their regional language.

**Methods.** A qualitative approach was employed through literature review, content analysis, and field documentation derived from the Krida Report of the National Language Ambassadors of Lampung Province.

**Results.** Results of the study indicate that the use of the three-dimensional book and hand puppets Ika Duba effectively enhances children's reading interest, engagement, and sense of pride in the Lampung language. Based on a satisfaction survey, more than 85% of participants stated that the media were engaging and helped them acquire new Lampung vocabulary. Teachers and facilitators reported an improvement in children's listening and speaking abilities in the local language. Moreover, 90% of respondents acknowledged that these media were relevant to the local sociocultural context and fostered a more positive attitude toward the Lampung language. The media also proved beneficial for teachers in providing contextual teaching materials and in expanding the domains of Lampung language use from domestic settings to both formal and non-formal educational environments.

**Conclusions.** The utilization of the three-dimensional book and hand puppets "Petualangan Ika dan Duba" serves as an effective innovation for enhancing literacy while simultaneously preserving regional languages, particularly the Lampung language. This medium contributes to fostering more positive language attitudes, strengthening local cultural identity, and creating enjoyable learning experiences for children. Nevertheless, its implementation still faces several challenges, such as limited resources, insufficient teacher competence, and program sustainability issues. Therefore, educational policy support, teacher training, and collaboration among government institutions, educational bodies, and language communities are essential to broaden its impact. Through a comprehensive and participatory approach, this culture-based literacy medium can serve as a model for regional language revitalization across Indonesia.

## Key Words

Hand Doll; Lampung Language; Three-Dimensional Books; Regional Language Revitalization;

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## I. INTRODUCTION

Indonesia is a country rich in diversity, both ethnic, cultural, and linguistic (Munir, 2021). One form of diversity in Indonesia is the many regional languages that exist and are used by people in various parts of the country (Peter & Simatupang, 2022). According to data from Ethnologue-sIL International published on the GoodStats page, Indonesia is one of the countries with the second most languages in the world with a total of 720 languages (Rasyid, 2024). Regional languages are not only a means of communication, but also an identity, social glue, and a medium for the inheritance of cultural values from generation to generation. Research by the Language and Book Development Agency, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia conducted from 1991-2019 found that there were 718 regional languages in Indonesia out of 2,560 regions observed (Bahasa dan Peta Bahasa Kementrian Pendidikan dan Kebudayaan, 2025). In addition to prioritizing the Indonesian language, regional languages also need to be maintained and preserved by the community, especially for the younger generation because it is the identity and identity of the nation (Lamhot Naibaho dkk., 2023).

The diversity of languages in Indonesia cannot be separated from complex challenges. On the one hand, the diversity of regional languages is a source of national pride as well as a reflection of cultural identity that enriches the treasures of diversity. However, on the other hand, regional languages face the threat of degradation of vitality or a decrease in vitality due to various factors, such as globalization, urbanization, shifts in people's language attitudes, and policies and practices that have not fully supported the preservation of regional languages (R dkk., 2025).

In recent years, there has been a phenomenon of the extinction of several regional languages and dozens of regional languages that are endangered (Suhassatya, 2025). The results of a vitality study conducted by the Language Development and Development Agency in 2018-2019 on 87 regional languages. It shows that there are 24 languages that are in the safe category, 19 vulnerable languages, 3 languages are in decline, 25 languages are endangered, 5 languages are in critical condition, and 11 languages are extinct (Badan Pembinaan dan Pengembangan Bahasa, Kementrian Pendidikan, Kebudayaan, Riset, Dan Teknologi, 2024; Riki Nasrullah dkk., 2024). The data indicates that regional languages in Indonesia are in a situation where serious intervention is needed to prevent further extinction. The extinction of regional languages is also caused by the dominance of the use of slang among teenagers, especially Gen Z (born 1997-2012) who currently dominate the composition of the population in Indonesia by 27.94% or 74.93 million people (Badan Pusat Statistik (BPS), 2021). Unfortunately, only 72.12% of Gen Z actively use regional languages in the family environment, the Central Statistics Agency also found that the higher the education and the younger the age group, the lower the percentage of regional language use (Badan Pusat Statistik (BPS), 2024).

This phenomenon does not only occur at the national level, but also in Lampung. The Lampung language currently faces a serious threat to its sustainability. The 2023 Kompas report states that Lampung speakers continue to decrease from year to year, especially among the younger generation (Kompas, 2023). This phenomenon has become a concern for language observers and cultural communities, who predict that the Lampung language has the potential to become extinct in the next 36 years if serious revitalization efforts are not made (Kumparan, 2024). This prediction departs from a sociolinguistic study since 1984 which estimates that the Lampung language will disappear in three generations or around 75 years if the pattern of language inheritance is not maintained. This was also discussed on the Instagram account @ussfeeds which is a special account that discusses social issues in Indonesia and is followed by as many as two million followers. In one of his uploads on July 15, 2024. The low proximity of the young generation to the regional language will have an impact on the weakening of local cultural identity. If this situation is left unchecked, regional languages will lose their communicative function in society and only survive as a cultural symbol (Riadi, 2021)

So far, efforts to preserve regional languages in the realm of education tend to rely on conventional approaches such as local content in schools or speech competitions which, although important, often face implementation obstacles and are less able to attract children's interest. The evaluation of the implementation of the local content curriculum shows that there are problems with limited teaching materials, teacher skills, and less contextual learning approaches so that it is not always effective in increasing the use of language in daily life (Andriyanto dkk., 2023). Therefore, a creative approach is needed that can foster children's interest in learning the Lampung language in a fun way. One of the innovations that can be used is the use of three-dimensional books and *Ika and Duba Adventure* hand puppets as learning media. This book is designed with interactive visualizations and educational stories so that it can increase children's involvement in reading, strengthen imagination, and foster pride in regional languages and cultures (Ikadubas Lampung, 2022).

This research has novelty in two aspects. First, the use of a sociolinguistic approach to analyze the role of learning media not only from a cognitive perspective, but also from its influence on language attitudes, domains of use, and children's reading interests. Second, the combination of three-dimensional books and hand puppets as a literacy media unit provides a more interactive learning experience and can be a replication model for other endangered regional languages. With a

sociolinguistic approach, this media can be used not only to teach the language, but also to revive the practice of Lampung language in social spaces such as schools and reading parks.

Until now, research on Lampung language literacy has mostly focused on the effectiveness of local content learning and formal revitalization programs, but has not integrated much of creative media such as three-dimensional books and hand puppets within a sociolinguistic framework. This research is here to fill this gap.

This article aims to analyze the use of three-dimensional books and hand puppets of *Ika and Duba Adventure* as a learning medium in supporting the literacy movement and revitalization of the Lampung language. The analysis focused on a sociolinguistic perspective to see how these innovative media contribute to increased interest in reading and understanding of regional languages among children.

## II. MATERIALS AND METHODS

This study uses a qualitative approach with literature review and content analysis methods. Two types of data sources were used in this study, namely primary data and secondary data (Sulung & Muspawi, 2024). Primary data as the main source of information collected directly by the researcher was obtained from the 2022 Lampung Province National Language Ambassador Krida Report, which documented good literacy practices using three-dimensional books and Ika Duba hand puppets at two activity locations, namely the Pustaka Foam Reading Park and MI Nurul Islam. The number of participants involved in the activity was 60 people, consisting of 5 teachers and 30 students of MI Nurul Islam, as well as 5 administrators and 20 participants at the Pustaka Foam Reading Park. Meanwhile, secondary data were obtained from various reports, studies, documents, and literature relevant to regional language literacy studies and sociolinguistic studies.

The data collection technique is carried out through three procedures, namely: (1) documentation, including activity reports, photographic documentation, and satisfaction surveys filled out by participants and teachers; (2) content analysis, which is carried out by categorizing data based on key themes such as participant engagement, media quality, language attitudes, and follow-up plans; and (3) literature reviews that refer to Fishman's sociolinguistic theory of the domain of language use and language attitudes. Data analysis was carried out in a descriptive-qualitative manner by associating field findings with sociolinguistic theoretical frameworks to gain a comprehensive understanding of the role of Ika Duba media in improving Lampung language literacy.

To ensure the validity and reliability of the data, this study uses source triangulation and method triangulation. Source triangulation was carried out by comparing activity reports, literature, and survey results, while method triangulation was carried out through the use of documentation, activity descriptions, and thematic analysis. In addition, further verification was carried out with the facilitators consisting of 5 teachers and 5 administrators of the Library Reading Park to confirm the accuracy of the activity descriptions and participants' responses.

## III. RESULT

The three-dimensional book and Ika Duba's hand puppets are teaching materials used in activities to improve literacy in the Lampung regional language by the Lampung Province Language Ambassador Association (Ikadubas). This activity was carried out in two different locations, namely Taman Baca Busa Pustaka and MI Nurul Islam. This literacy improvement media using three-dimensional books and hand puppets was chosen because of its interactive nature, so that it can make it easier to provide teaching by telling stories and playing in an effort to increase literacy in children (Winnuly et al., 2023). This three-dimensional book media has also been proven to increase cultural literacy in children (Juniyanti et al., 2025). Meanwhile, the use of hand puppets that have been formed in such a way with elements of Lampung culture is also an effective medium in introducing Lampung culture. In several studies, the use of hand puppets to improve children's literacy towards culture has given positive results, one of which can enrich vocabulary and improve children's speaking skills (Sulistiawati & Karmila, 2023). The use of hand puppets in *storytelling* increases emotional connection, role-playing, communication, and children's engagement, thereby promoting literacy development, especially in early childhood groups and children from vulnerable backgrounds (Karaolis, 2023). In addition, the use of these two media can spur children's interest in learning and make learning fun (Sofi & Praheto, 2023). This is also a breakthrough for teachers in the effective use of media in improving literacy in children, especially in increasing children's literacy and pride in their culture and language.

Studies on language attitudes in Lampung and other areas show that the younger generation tends to choose the use of Indonesian in public spaces and education due to the lack of media and opportunities to use regional languages (Putri, 2021). This intervention helps to strengthen the educational and social domain for the Lampung language, thereby expanding its scope of use.

Recent literature (*Growing Mother's Language Literacy in A Family Environment*, 2021-2024) shows that media creativity and involvement of families and the surrounding environment are very important in fostering mother tongue literacy, especially when teachers or formal facilities are inadequate (Inten et al., 2020). The intervention of three-dimensional books and hand puppets provides ready-to-use and attractive materials, reduces the burden on teachers in creating materials, and provides a more active model of teacher-student interaction.

This media expands the domain of Lampung language use from only at home or traditional environments to formal/informal education and literacy spaces. Language *maintenance* theory (Fishman) emphasizes that the use of regional languages in formal domains such as education is essential to make the language not only an identity, but a living language (Fishman, 1964). A study (Kasim, 2023) related to the use of the Jakun language stated that the education domain is one of the domains with the lowest use of the Jakun language among other domains such as family and friendship, which shows that the existence of regional languages in formal schools needs to be significantly improved. A study in Lombok by Wilian, Mahyuni, and Eka (2024) also noted that the younger generation in the education domain more often uses the national language than the regional language, even though they have a positive attitude towards their own ethnic language.

Language attitudes towards regional languages can be positive if the social environment (family, school, community) provides real appreciation, use, and opportunities. The Lampung study (Astriawan et al., 2025) shows that around 34.5% of native speakers have a positive attitude towards the Lampung language, although many are still neutral or negative if the formal context predominates. Similarly, a Madurese study in Jember found that affective and conative attitudes towards regional languages emerge strongly when their use is valued in the meaningful social domain and the community supports it (Suaedi et al., 2025).

Cultural/local-based literacy media is able to bridge the gap between learning local languages as a formal content and language practices in the community. Systematic literature on children's literature learning based on local wisdom also states that contextual teaching materials increase student relevance and acceptance.

The results of the study showed that the use of three-dimensional books and Ika and Duba Adventure hand puppets had a positive impact on improving Lampung language literacy in the participants of the activity. These findings were obtained through field documentation and satisfaction surveys given to 60 respondents, consisting of 30 MI Nurul Islam students, 20 participants of the Pustaka Library Reading Park, and 10 facilitators (5 teachers and 5 reading park administrators). The survey was conducted using a simple questionnaire instrument with a percentage scale that assessed three main aspects, namely: (1) interest in media displays, (2) linguistic attitudes, and (3) implementation.

Table 1. Results of the Satisfaction Survey of Participants, Teachers, and Library Foam Managers (N = 60)

No	Assessment Indicators	Presentase	Number of Respondents
1	Book view	84.2% or 51 respondents were very interesting; 15.8% or 9 respondents are interesting	60 respondent
2	Language Attitude	90% or 9 teachers/facilitators stated that their children showed pride in language	5 teachers and 5 facilitators
3	Implementation of literacy good practice activities using Ika and Duba media	88% or 53 out of 60 total respondents suggested that the program be carried out regularly	60 respondent

(Note: The calculation of the number of respondents is based on the percentage of the total number of respondents N = 60.)

Hasil survei pada Tabel 1 memperlihatkan bahwa ketiga aspek yang dinilai seperti tampilan, materi, dan pelaksanaan kegiatan, mendapatkan apresiasi yang sangat tinggi dari peserta, guru, dan pengelola. Tingginya persentase pada kategori sangat menarik mengindikasikan bahwa media tersebut mampu memenuhi kebutuhan literasi dan minat belajar anak. Temuan ini menjadi landasan kuat untuk memahami lebih jauh dampak yang ditimbulkan, sebagaimana dibahas pada poin-poin berikutnya.

1. Ika Duba's three-dimensional books and hand puppets can spark the spirit of learning and improve students' understanding of the Lampung language.

Increased reading interest and participant engagement Based on satisfaction surveys, more than 84.2% of participants' children reported that the book was very interesting, and 15.8% said it was interesting, especially because of the 3D visuals and lively doll characters. They cite the illustrations, colors, and doll interactions as the most fun parts. Most children who are initially passive in reading/storytelling become more active in repeating stories, asking about vocabulary, and using

elements of the Lampung language in their own retellings. Teachers reported that language comprehension skills improved, especially in the aspect of listening and repeating new vocabulary in the Lampung language.

2. Ika Duba's three-dimensional book and hand puppets give children a proud attitude towards the Lampung regional language.

Language attitude, pride and awareness of regional languages as many as 90% of teachers/managers stated that the language in the media is very easy to understand and suitable for children aged 6-13. In observations and interviews, the children showed pride in showing the Lampung language in front of their friends, as well as correcting the use of a less local language (Indonesian is too dominant). Around 88% of respondents (a mix of children and teachers) recommended that this activity be carried out regularly, indicating that they see the long-term value in using this medium rather than just as temporary entertainment.

3. Ika Duba's three-dimensional books and hand puppets provide convenience in providing teaching materials for teachers.

Overcoming the barriers of contextual teaching materials and teacher competence. Teachers and managers said that the media of three-dimensional books and hand puppets reduce anxiety in teaching regional languages, because the media has been prepared in such a way that it does not require teachers to make materials from scratch. This answers the problem of the lack of interesting contextual teaching materials. In addition, the use of this media is also an informal means for training new teachers/facilitators who are not used to using interactive approaches.

4. Ika Duba's three-dimensional books and hand puppets are highly relevant to the local social and cultural context.

Demand for Sustainability and Scalability Survey data shows a high demand for programs to be held monthly in schools and reading parks, rather than just as a sporadic activity. Some teachers proposed that new themes that were more varied should be developed, especially themes about Lampung culture, children's daily life, and Lampung folk tales. This shows that these interventions are not only well received, but are also considered relevant in the local socio-cultural context.

5. This learning media makes students actively speak the Lampung language.

Responding to the threat of damage to regional languages, children and teachers alike said that through this media, the Lampung language became more lively in the daily learning environment. Storytelling activities with dolls facilitate the use of the Lampung language not only in a passive context (listening), but actively (speaking), and used in the educational and social domains in school environments and reading parks. This shows that there is a shift in attitude from having to speak only Indonesian to Lampung language is allowed, even preferred.

Although the use of three-dimensional books and Ika Duba Adventure hand puppets has great potential in improving literacy and preserving regional languages, especially Lampung, there are a number of challenges that need to be considered in its implementation. First, the limited availability of media and educational resources in various regions can be an obstacle, especially in schools that do not have supporting facilities for creative literacy activities. In addition, teachers' competence in utilizing this innovative media also needs to be improved through training and mentoring so that they are able to integrate it effectively in the learning process.

Another obstacle lies in the young generation's low interest in reading and language attitudes towards regional languages, especially in the midst of the dominance of Indonesian and slang in their social spaces. The next challenge is the need for sustainability and scalability of regional literacy programs, as temporary activities tend not to have a long-term impact on changing language attitudes. In addition, the production and distribution of learning media such as three-dimensional books and hand puppets requires considerable costs and institutional support, so collaboration between governments, educational institutions, and local communities is very important.

Finally, the development of contextual and local culture-based literacy media must also pay attention to the diversity of social, linguistic, and cultural values in each region so that the media is truly relevant and acceptable to children. To overcome these challenges, strategic planning, continuous teacher training, government policy support, and active participation of communities and language communities are needed. With the right and collaborative approach, media innovations such as three-dimensional books and hand puppets can be maximized to foster interest in reading, strengthen cultural identity, and revitalize the use of regional languages among Indonesia's young generation.

#### IV. CONCLUSION

This study concludes that the use of three-dimensional books and ikaduba adventure hand puppets is effective in increasing Lampung language literacy in children. The study also concluded that 84.2% or around 51 out of 60 participants showed increased interest and understanding of the Lampung language, and 90% or 9 out of 10 teachers/facilitators considered this media relevant to the local socio-cultural context, and 88% or 53 out of a total of 60 respondents suggested that this program be carried out regularly. Teachers and facilitators also reported the ease of providing contextual teaching materials, improving children's language skills, and growing pride in regional cultural identity. This media has proven to be effective as an interactive learning tool that is able to revive the practice of Lampung language in the learning and social environment.

These findings imply that culture-based creative media can strengthen the educational and social domain for the Lampung language, support changes in the language attitudes of the younger generation, and fill the gaps in revitalization programs that have relied on conventional approaches. The integration of innovative media in a sociolinguistic perspective shows that increasing literacy is not only related to reading skills, but also related to expanding the use of regional languages and strengthening cultural identity

However, the implementation of literacy media still faces various challenges, such as limited resources, teacher competence in the use of innovative media, and the sustainability of programs at the school and community levels. Education policy support, continuous teacher training, and collaboration between the government, educational institutions, and the language community are needed so that this media can be used optimally and sustainably.

It is hoped that the results of this research can make a significant contribution to the development of regional language preservation strategies through a creative literacy approach based on local culture. With a participatory and sustainable approach, the use of the three-dimensional book Adventures of Ika and Duba and Ika Duba hand puppets can be an innovative model in efforts to revitalize regional languages in Indonesia, strengthen the nation's cultural identity, and foster the love of the younger generation for their mother tongue.

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