Buru Language Learning Management Model in Ecotourism-Based Embedded-Multilingual: Teachers' Need Analysis

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ABSTRACT

11 of the 71 regional languages have been declared extinct, most of which come from Maluku, North Maluku, and Papua. To prevent the extinction of several regional languages in Maluku, thus, this research aims to design an integrated model of Buru language learning based on Embedded Multilingual Ecotourism. While the specific objectives are to investigate the needs analysis of elementary school teachers for Buru language learning in the Embedded multilingual model, to explore what methods teachers use in teaching Indonesian and English using the Buru language, and to design learning textbook materials. Buru language in ecotourism-based embedded multilingual learning effectively preserves the local language for students of 9 Elementary Schools in Buru Regency. To support the achievement of the objectives of this study, the researcher used the R&D research model developed by Borg & Gall. The steps of R&D research are in the form of a cycle, which includes reviewing research findings, developing products based on these findings, testing in the field with settings according to where this product will be applied, and revising it based on the results of field tests. This process continues to be repeated until the developed product meets the stated objectives. The study results found the need for primary school teachers in Buru Regency to design ecotourism-based learning models and multilingual textbooks that contribute to teaching the Buru local language and prevent it from extinction.

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INTRODUCTION

Indonesia is a country that is rich in culture and language, which makes it a very multicultural and multilingual society in this global and digital era (Firdaus et al., 2020; Gandana & Parr, 2013). The main capital is supporting the community's desire to respect the cultural heritage of their ancestors and be proud of the Indonesian indigenous culture (Dupai et al., 2019; Rahman et al., 2023). However, this awareness and recognition are not in accordance with the cultural behavior of the community (Morsing, 2021). Cultural values and elements are increasingly eroded by synthesizing foreign cultures that are very different or may conflict with the Indonesian context (Betaubun & Madya, 2018). As a result, language as the main element and identity of a culture and nation seems to be neglected by the owner of the culture itself, which has an impact on extinction (Bukhori Muslim et al., 2024).

Indeed, 726 regional languages in Indonesia or 742 languages or 746 regional languages are the wealth of the Indonesian nation as the potential to respond to the development of information and enlightenment in various fields, such as; trade, economics, politics, education, and religion (S Z Bin-Tahir et al., 2017; Zulfatmi, 2023). This wealth is not something to be proud of if it cannot be empowered as a national identity, let alone allowing it to slowly disappear without being noticed by the influence of modernization, foreign culture, and ignorance of the local language that is owned (Arif et al., 2020; Yusuf et al., 2023).

Rachman (2007) found that there are at least 742 languages spoken in Indonesia, of which are classified as endangered languages. There are 50 regional languages in Kalimantan that are in danger of becoming extinct (S. Z. B. Tahir, 2015). In Sumatra, two out of the 13 regional languages are in danger of becoming extinct, and one language has already become extinct. Out of the 110 regional languages in Sulawesi, 36 are in danger of becoming extinct, and one language has already become extinct (S. Z. Bin Tahir, 2017). Within the region of Maluku, a total of 22 out of the 80 languages are currently on the verge of extinction, with 11 of them having already become extinct. Currently, in Flores, Timor, Bima, and Sumbawa, there are 8 out of 50 languages that are at risk of becoming extinct (AR et al., 2023; Benu et al., 2023). Out of the 271 languages spoken in Halmahera, 56 are in danger of disappearing completely, and one language has already become extinct. In Papua, a total of nine languages have been officially recognized as extinct, while another 32 languages are currently on the verge of extinction.

Additionally, there are 208 languages that are considered to be at risk of becoming extinct. According to data from the Indonesia's Ministry of Education and Culture in 2007, a total of 11 out of 71 languages have been officially declared

extinct. Most of these languages come from Maluku, North Maluku, and Papua (Antara, 2017) (Idris et al., 2022). Meanwhile, research results from the Maluku Provincial Language Office noted that 7 of the 48 regional languages in Maluku have become extinct, and 22 other languages are threatened with extinction (Tempo, 2017).

The efforts of the Maluku provincial government should be applauded by issuing Regional Regulation No. 14 of 2005 and Regional Regulation No. 3 of 2009 in maintaining preserving and facilitating regional languages as a local content curriculum in schools (Iye et al., 2023; Talitha et al., 2020). However, it has not been implemented optimally. However, the phenomenon of extinction and the threat of extinction of this regional language is not a scourge to be feared but is used as the initial discourse and the basis for the revival of regional languages in Maluku (S Z Bin-Tahir et al., 2017). The government must use this opportunity to revitalize regional languages in the multilingual learning model in schools so that the regional language remains sustainable as a national identity and can enrich the treasures of a more civilized civilization.

Some of the results of previous studies that have formulated multilingual learning in Islamic boarding schools in Indonesia can be used as references and models of regional language learning with a multilingual learning model, as has been done by Bin-Tahir about multilingual behaviour in Islamic boarding schools (Saidna Z. Bin-Tahir et al., 2017; Islamic et al., 2024; Prasetyo & Zulkhairi, 2022), how are the attitudes of students and *ustadz* (teacher) on multilingual learning in Islamic boarding schools (2015b), multilingual teacher competence (Bin-Tahir & Rinantanti, 2016), multilingual learning in Islamic boarding schools, multilingual learning models in Islamic boarding schools (S. Z. B. Tahir, 2015) multilingual teaching models sequential-simultaneous (Saidna, et al, 2018), and the development of multilingual learning materials in Islamic boarding schools (S. Z. Bin Tahir, 2017; Rasyid et al., 2024).

The results of these previous studies have formulated a multilingual learning model in Indonesia but still focus on teaching foreign languages, namely English, Arabic, and Indonesian, and have not formulated regional language learning in it. At the very least, the results of this study have been able to describe the methods and models of multilingual learning that can be adopted and adapted to revitalize regional languages in ecotourism-based multilingual learning models. This study tries to analyze the needs of language teachers in elementary schools in the Buru district as material for designing a Buru language learning model in an embedded multilingual model based on ecotourism in the Buru district.

LITERATURE REVIEW

Multilingual or multilingualism has played an important role in the era of globalization as a tool to encourage competitiveness among individuals, groups, or countries in the world, both in the fields of economy, trade, policy, politics, culture, and education. Experts define multilingualism itself as the ability to speak or communicate using three or more languages (McArthur, 1992; Edwards, 1994; Vildomec, 1963; Kemp, 2009; Bin-Tahir, et al, 2017).

Multilingual does not mean that the language used must have the same ability in every language or master all the language skills he has because even a native English does not necessarily master all English skills (listening, speaking, writing, and reading) especially if he has to have different skills. The same in many languages (S. Z. B. Tahir, 2015) Cruz-Ferreira (2010) states that multilingualism is not about what some languages can do for the people who speak to them but about what people can do with several languages. However, this implies that there are individuals who possess proficiency in multiple languages. However, those who do not actively employ multiple languages simultaneously and in various situations during their daily communication, hence they are referred to as mono-multilingual (Bin-Tahir, 2015b, 2018). Thus, a multilingual is one who actively masters and communicates in three or more languages in the same circumstances, while mono-multilingual masters three or more languages and uses these languages separately (Bin-Tahir, 2017; Tahir, 2017; Bin-Tahir et al., 2018).

Several researchers have investigated multilingualism, most notably Poudel (2010), who conducted the study "Teaching English in Multilingual Classrooms of Higher Education" in Nepal, involving 20 teachers and 30 students from Kathmandu. The findings indicated high satisfaction among both teachers and students regarding the use of multilingualism in instruction. Similarly, Basturk and Gulmez (2011) found that using English as a medium in teaching French, German, and Turkish fosters a multilingual learning environment and enhances vocabulary learning. Additionally, Bin-Tahir's studies (2015, 2017) and Benu investigated multilingual behaviors and attitudes of students and teachers in Islamic boarding schools, teaching strategies of multilingual teachers, their competence in English instruction, and the effectiveness of multilingual teaching models and approaches (Benu et al., 2023).

METHOD

In this study, the researcher aims to develop multilingual learning materials utilizing a research and development (R&D) approach grounded in the model proposed by Borg & Gall (1989). The R&D process is characterized by a cyclical

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framework encompassing the review of existing research findings, the development of educational products, field testing, and subsequent product revision informed by empirical test results. This iterative process persists until the developed product achieves the predetermined objectives. The R&D procedure is delineated into ten distinct stages. The initial stage involves comprehensive information gathering, which includes needs analysis, literature review, and preliminary exploratory research. This is followed by the planning phase, wherein the curriculum design is formulated alongside small-scale testing. The subsequent stage entails the development of the initial product format, which is succeeded by initial field testing conducted in nine elementary schools to evaluate the product's feasibility.

The outcomes of this preliminary field test inform the revision of the main product, which is then subjected to a broader main field test to assess its effectiveness in varied educational contexts. Following this, operational product revisions are implemented, ensuring the developed materials are applied to established standard operational procedures. A final product revision occurs before the concluding phase—dissemination and implementation—where the refined product is communicated to all stakeholders and implemented on a wide scale, thereby facilitating the integration of multilingual learning materials into educational practices.

In more succinct terms, the Borg & Gall development model can be seen in the following figure:
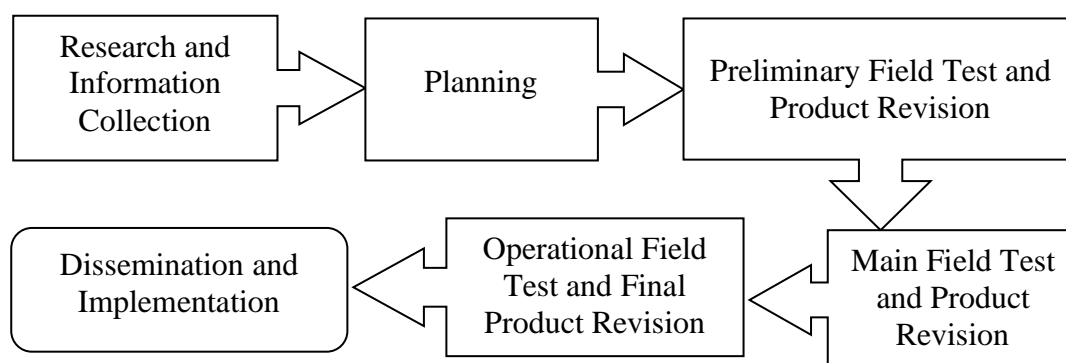

Figure 2. Borg & Gall's Model Development Flow

This article only discusses the first and second stages. The earliest stage of R&D research is product planning (planning). This stage includes (1) the product's objectives, (2) the product's target audience, and (3) a description of the product's components and how they will be used (borg). In this study, the goal of the product is the development of multilingual learning materials, namely syllabi, lesson plans,

and textbooks, and the target is elementary school teachers in Buru Regency. The product components that will be produced are syllabi, lesson plans, and textbooks for multilingual learning for elementary school teachers to provide education and awareness about local culture and regional languages.

The instruments of this research are mainly used to measure the achievement of productivity because of the learning process using materials developed based on the Buru language. At this stage, the researcher collaborates with related teachers and students to create instruments and design learning materials based on theoretical studies and empirical data from school observations. This step produces draft 1 of the design of learning materials. Then, this draft was consulted with experts, distributed in writing to experts from academics and education practitioners, and drafts of learning materials were produced. Furthermore, through Focus Group Discussion (FGD) activities, which brought educational experts as practitioners, they were invited to perfect the prototype design of multilingual learning materials. The first FGD will be held at an elementary school in Namlea and subsequently at schools in Buru District.

RESULTS AND DISCUSSION

Based on the data gained through the questionnaire of need analysis that was distributed to the language teachers at six elementary schools in three districts of Buru regency, Namlea district, Liliali district, and Waeapo district. The data can be presented as follows:

a. Teacher Needs

 1) Learning Need

Learning needs consist of some domain and indicators such as the teachers themselves, their background of learning and teaching foreign languages, interest and necessity, the available resources for teaching and learning, and the continuity of the program.

Teachers' identity

Statement/questions number 1 to 6 investigated the teachers' identity, which covered their names, sex, age, educational background, and originality, as can be presented in the table below.

Table 1: Teachers' Identity

No	Schools Districts	Sex		Age			Educational background			Originality	
		M	F	20-30	31-40	41-50	S1	S2	S3	Makasar	Out of M
1	Namlea	6	3	2	5	2	5	4	0	2	7
2	Liliali	5	2	5	1	1	6	1	0	2	5

3	Waeapo	6	1	1	2	3	5	2	0	3	4
	Total	17	6	8	8	6	16	7	0	7	16
	%	73.9	26	34.7	34.7	26	69.5	30.4	0	30.4	69.5

Table 1 shows that most teachers were male (73.9%) with ages from 31 to 50 years old (60.7%) and some of them were 20-30 years old (34.7%), all of them were S1 graduates (69.5%) and some others were S2 graduates (30.4%). Most of them came from other regions and provinces out of Makassar (69.5%), which means that the teachers also have the role of colour elementary schools as multilingualism and multiculturalism environments whereby they came from different backgrounds, languages, and cultures.

Teachers' background in languages competence

Statement/questions 7 to 11 investigated the background of teachers' language learning, which covers their experience in English, Buru, and another language, place of learning, the field of study, and strategy to develop their language competence, as presented in Table 2.

Table 2: Teachers' Background in Language Competence

No	Schools Districts	Ing. Experience 7	Buru Experience 8	Place of Learning 9		Language Field 10				Development Strategy in Teaching 11	
				S1	S2	Ind	Ar	Ing	Others	Memorizing-Practicing	Without Effort
1	Namlea	9	9	9	4	1	5	2	1	9	0
2	Liliali	7	7	7	1	0	5	2	0	7	0
3	Waeapo	7	6	7	2	1	2	4	0	7	0
	Total	23	22	23	7	2	12	8	1	23	0
	%	100	95.6	100	30.4	8.6	52.1	34.7	4.3	100	0

Table 2 shows that all teachers have experience in learning foreign languages especially in English (100%) and Arabic (95.6%) since they were in S1 (100%) and S2 (30.4%). Most of them are Arabic teacher (52.1%) and their strategy in enhancing their language competence was by memorizing and practising so that their way to implement it in teaching their students (100%). Based on the interview results, it was found that all teachers were also graduates of elementary schools. It indicated that their experiences influenced how their students were taught to acquire and learn foreign languages in Elementary schools at Buru Regency. It proved by the statement of some teachers (HH, RW, HT, and MI) about their language learning background and experience as can be described as follows:

> "*I was an S2 graduate and I felt the effect of my teachers' strategy and method in teaching when I was a student also in the school. I am aware of my language learning*

achievement in the past so I am trying to implement those ways as I was in teaching my students now"

(Resource: Interview Data)

1.1 The strengths and weaknesses of teachers' mastering the multilingual.

Statement/questions 12 to 13 investigated the teachers' strengths and weaknesses in mastering languages and their teaching style as presented in table 3.

Table 3: Teachers' Strengths and Weakness

No	Schools District	Strength and Weakness				Style		
		Listening	Speaking	Writing	Reading	Audio	Visual	A-V
1	Namlea	7	8	5	6	9	7	8
2	Liliali	6	7	2	3	7	5	6
3	Waeapo	7	7	3	5	7	6	6
	Total	20	22	10	14	23	18	20
	%	86.9	95.6	43.4	60.8	100	78.2	86.9

Table 3 shows that most teachers have strengths in listening and speaking (95.6% & 86.9) but weaknesses in writing and reading. All of them prefer the audio style in teaching and learning (100%), while some of them combined audio-visual in their teaching and learning (86.9%).

The result of the observation was that most teachers still used the conventional method, presenting the material manually by writing it on the whiteboard in front of the classroom and then explaining it to the students. Then, the researcher interviewed them to convince the data found in the observation, and their answer was the lack of LCD (in focus) tools provided by elementary schools due to the optimisation of the existing tools and media of teaching. Thus, they preferred to apply the material presentation and group discussion method to enhance the student's speaking skills.

1.2 Teachers' interests and needs.

Statements/questions numbers 14 to 18 investigated the teachers' interests and needs, which covered the intention, attitude, aptitude, skill prediction, and objective of the foreign language or multilingual learning and teaching, as can be described in Table 4.

Table 4: Teachers' Interests and Needs

No	Schools Districts	Interest in MLL		Aptitude in FL			The objective of FL teaching				Skill Predicting		Agree with MLL		
		Y	N	Ing	Ar	I-A	Com	SelfAw	Present	Future	Y	N	DA	A	MA
1	Namlea	9	0	9	7	9	4	9	4	9	9	0	0	6	3
2	Liliali	7	0	7	7	7	4	7	3	7	7	0	0	3	4
3	Waea[o	7	0	5	7	6	5	7	2	7	7	0	0	5	2
	Total	23	0	21	21	22	13	23	9	23	23	0	0	14	9
	%	100	0	91.3	91.3	95.6	56	100	39	100	100	0	0	60.8	39.1

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Table 4 shows that all teachers were interested in multilingual teaching and learning (100%), they have a good attitude toward foreign language learning (95.6%), their objective of foreign language teaching and learning was future-oriented (100%), they sure about the prediction of their students' languages skill (100%). Thus, they all agreed with implementing multilingual teaching and learning programs at elementary schools (100%).

1.3 The available resources for teaching multilingual

Statement/questions number 19 to 23 investigated the available resources for multilingual learning at elementary schools, which cover the multilingual teacher, material, and school environment, as can be presented in table 5.

Table 5: Available Resources for Embedded-Multilingual Learning

No	Schools Districts	Multilingual Teachers		Implementation of MLL		Multilingual Material		Teacher product of ML		Supporting Schools Environment	
		Exs	No	Yes	No	Exs	No	Yes	No	Yes	No
1	Namlea	9	0	9	0	0	9	1	8	9	0
2	Lilali	7	0	7	0	0	7	0	7	7	0
3	Waeapo	7	0	7	0	0	7	1	6	7	0
	Total	23	0	23	0	0	23	2	21	23	0
	%	100	0	100	0	0	100	8.6	91.3	100	0

Table 5 shows that all elementary schools have multilingual teachers (100%) who implemented multilingual teaching and learning inside or outside the classroom (100%), there did not exist of multilingual material at elementary schools (100%), they also did not provide material for multilingual learning (91.3%) and the atmosphere of the schools are supporting tools for multilingual teaching and learning at elementary schools in Buru regency (100%).

The data found in this questionnaire section differed from the student's answers. The researcher then interviewed the teachers to confirm the data found. The teachers stated that there was no multilingual material in elementary schools but what existed was the language material provided in separate course books. Thus, some of them tried to arrange sufficient material.

1.4 The progress and the continuity of the multilingual program

Statement/questions number 24 to 27 investigated the progress and continuity of the multilingual program, covering the applicability of the program inside or outside the classroom and the program's intensity as can be presented in Table 6.

Table 6: The Progress and Continuity of the Multilingual Program

No	Schools District	Applicable of MLL		MLL in the Class		MLL outside the Class		Intensity of MLL			
		Yes	No	Yes	No	Yes	No	1x/w	3x/w	Part-	Full

No	School							eek	eek	time	time
1	Namlea	9	0	0	9	9	0	1	9	5	6
2	Liliali	7	0	0	7	6	1	3	7	4	6
3	Waeapo	7	0	0	7	7	0	0	7	3	5
	Total	23	0	0	23	22	1	4	23	12	17
	%	100	0	0	100	95.6	4.3	17.3	100	52.1	73.9

Table 6 shows that all teachers are convinced of the applicability of multilingual program implementation at elementary schools (100%) and agree to implement multilingual learning in the classroom (100%) with the intensity of learning three times a week (100%). Some preferred full-time to implement multilingual teaching and learning in all teaching and learning activities at elementary schools (73.9%).

2) Target Need

Target need consists of some domain and some indicators, such as the objective domain, which covers intention, goal, and priority; an instrument or media and types of language, communicative event dealing with the subject, content, and level; and setting dealing with the physical setting, human context, linguistics context, and time allotment.

2.1 The objective domain of multilingual teaching

Statements/questions numbers 28 to 31 investigated the objective domain of multilingual teaching, which covers the objective of learning, language skills that should be taught, types of language, and the component priority of multilingual teaching, as described in table 8.

Table 8: The Objective Domain of the Multilingual Program

No	Schools Districts	MLL Objectives			Skill Priority				Types of ML		ML component priority			
		Lrn	Com	Job	Lis	Sp	Wr	Rea	Formal	NF	Spell	DV	SV	Grm
1	Namlea	8	9	8	8	9	5	4	4	5	7	9	2	7
2	Liliali	6	7	7	7	7	4	5	3	4	6	7	1	5
3	Waeapo	6	7	6	7	7	6	5	3	4	7	7	1	6
	Total	20	23	21	22	23	15	14	10	13	20	23	4	18
	%	86.9	100	91.3	95.6	100	65.2	60.8	43.4	56.5	86.9	100	17.3	78.2

Table 8 shows that all teachers convinced that the objective of multilingual learning at elementary schools is to communicate in everyday life inside the schools (100%), the skill priority is speaking skill (100%) using non-formal language (86.9%) and formal language (43.4%) focusing on daily vocabulary and dialogue (100%). They agree to teach the spoken language in non-formal language based on some of their experiences abroad. That it was difficult to understand the native speakers'

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language because it differed greatly from what they had learned in Indonesia. Thus, the researcher will try to combine formal and non-formal language in multilingual material development to cover the students' and teachers' learning needs.

2.2 Instrument of multilingual teaching

Statement/questions number 32 to 35 investigated the instrument of multilingual teaching and learning at elementary schools, which covered the media, course book, types of multilingual, and the necessity of multilingual learning as presented in Table 9.

Table 9: The Instrument of Multilingual Teaching

No	Schools Districts	MLL Media		Language Coursebook			Types of MLL			Necessity of MLL	
		Exist	No	Ing	Arb	Ind	WrtL	SpL	AcdL	Important	Unimportant
1	Namlea	8	1	9	8	6	8	9	7	6	3
2	Liliali	6	1	6	7	5	7	7	4	4	3
3	Waeapo	6	1	6	7	6	6	7	5	4	3
	Total	22	3	21	22	17	21	23	16	14	9
	%	95.6	13	91.3	95.6	73.9	91.3	100	69.5	60.8	39.1

Table 9 shows that all teachers were convinced that the media supported multilingual teaching at elementary schools (95.6%) with various language course books in Arabic and English (95.6%). Still, those course books lacked spoken language, so they needed the specific course book in spoken language (100%). It is very important to support multilingual learning (60.8%).

2.3 Communicative event of multilingual teaching

Statements/questions 36 to 40 investigated the communicative event of the multilingual program, covering the communication form, syllabus, situational content of multilingual material, and level of multilingual learning, as presented in Table 10.

Table 10: The Communicative Event of the Multilingual Program

No	Schools Districts	Multilingual communication form			Adjust Syllabus		Adj to the school situation		Content must be in multilingual material				Level of MLL		
		F2F	Tlp	Int	Yes	No	Yes	No	DD	Voc	Gr	Exc	Bsc	Int	High
1	Namlea	9	5	8	8	1	9	0	9	9	7	8	9	9	8
2	Liliali	7	2	5	6	1	7	0	7	7	4	7	7	7	6
3	Waeapo	7	3	6	6	1	7	0	7	7	6	7	7	6	7
	Total	23	10	19	20	3	23	0	23	23	17	22	23	22	21
	%	100	43.4	82.8	87.7	13	100	0	100	100	73,9	95.6	100	95.6	91.3

Table 10 shows that all teachers were convinced the applicable implementation of the multilingual program at elementary schools was face-to-face communication (100%). They agreed to adjust the multilingual learning syllabus to the existing syllabus (87.7%) by adjusting the learning situation to the elementary schools' context (100%). Hence, the daily dialogue and daily vocabulary are the urgent content that must be included and presented in the multilingual material (100%), which is specified for the level of the beginners (100%). Thus, the researcher will design multilingual material based on the existing school syllabus, which consists of daily dialogue and *vocabulary based on the situation and* conversation inside elementary schools.

2.4 Multilingual teaching and learning setting.

Statement/questions 41-44 examined the multilingual teaching and learning process to establish a framework that encompassed the program's intensity and its applicability both within and outside of the classroom, as illustrated in Table 11.

Table 11: The Multilingual Teaching & Learning Setting

No	Schools districts	Situation and place to use multilingual					Multilingual Interaction & communication use				Multilingual context use			Frequency of multilingual use	
		Classroom	Dorm	Mosque	Kitchen	Sport fields	Learning process	Meeting	Announcement	Demonstration	Regional	National	International	Always	seldom
1	Namlea	8	9	4	3	5	8	9	5	2	8	7	9	5	4
2	Liliali	7	7	3	2	6	7	7	3	3	7	7	7	6	1
3	Waeapo	7	7	3	4	6	7	7	3	4	7	6	7	6	1
	Total	22	23	10	9	17	22	23	11	9	22	20	23	17	6
	%	95.6	100	43.4	39.1	73.9	95.6	100	47.8	39.1	95	87	100	73	26

Table 11 shows that the appropriate situation and place to implement multilingual teaching at elementary schools was in the dormitory (100%). The classroom (95.6), the multilingual interaction and communication used for the language instruction in the learning process (95.6%) and the daily communication in the meeting (100%), the context of multilingual proposed to the international communication use (100%), and the frequency of the implementation of multilingual learning was always (73.9%).

Buru language learning model for multilingual learning teaching materials in schools is developed based on a comprehensive selection process incorporating various theoretical frameworks and results from needs analysis. This model is underpinned by several critical components that collectively support the efficacy of multilingual teaching materials, including objectives, topics, content, genres, strategies, activities, and evaluation methods. The integration of these components is

essential, as their coherence and strength significantly influence the overall effectiveness of the educational materials.

It starts with building students' fluency and confidence in using L1, L2, and L3 orally for daily communication, then builds spoken L1, L2, and L3 by introducing reading and writing L2, and L3, then building L2 in spoken and written and L3 specifically and separately, then build reading skills, write on spoken L2 and L3, and build fluency and confidence in using L2 and L3 in monolingual classes. The effectiveness of the multilingual learning model in this *Pesantren* has been measured to be adapted to revitalize regional languages in the multilingual learning model in Indonesia, especially in Ambon. This model can potentially function as a research guide to address the issue of the extinction of multiple regional languages in Maluku.

The multilingual learning model for language learners in Islamic boarding schools as proposed by Bin-Tahir, et al (2017) is a simultaneous-sequential and Target Language-Only multilingual model based on the class or level of student ability (Sudarmanto et al., 2023). Among them, there are several gradations, depending on the needs of the student. The figure below describes the program phases in the multilingual learning model set for Islamic boarding school students.
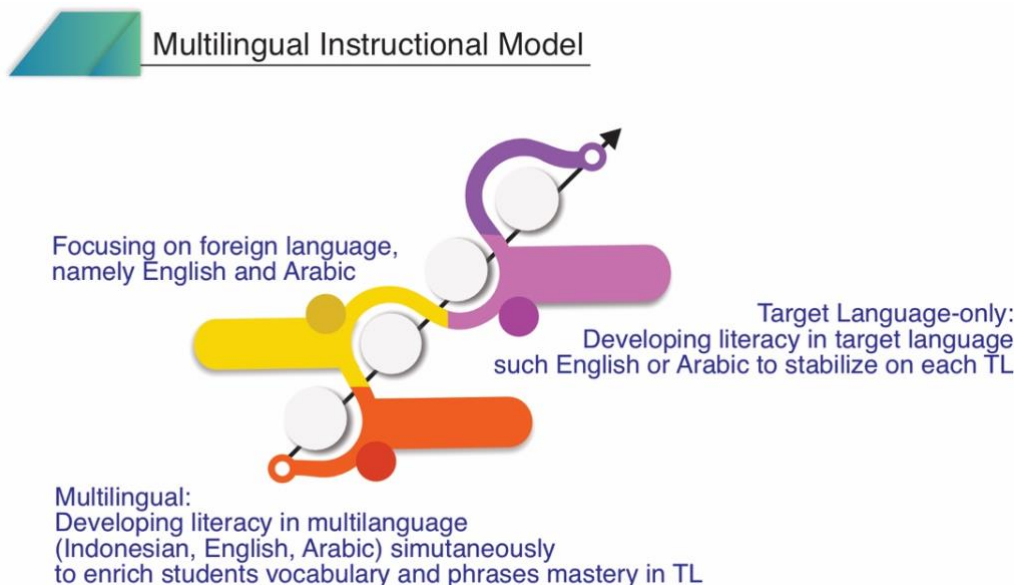

Figure 1: Multilingual Instructional Model of *Pesantren* Schools (Saidna et al., 2017)

Figure 1 shows that the multilingual learning model of Islamic boarding schools applies a simultaneous-sequential model with several phases to create students from monolinguals to multilingualism and then to mono-multilingualism. The effectiveness of the multilingual learning model in this *Pesantren* has been

measured to be adapted to revitalize regional languages in the multilingual learning model in Indonesia, especially in Ambon. This model can potentially function as a research guide to address the issue of the extinction of multiple regional languages in Maluku.

The primary learning objective of this model is to enhance student's ability to communicate in spoken multilingualism through dialogue, aligning with curriculum standards. This objective is supported by carefully designed inputs and processes facilitating the learning experience. The topics selected for the multilingual learning materials focus on daily conversations relevant to the school environment, providing students with practical language skills for real-life interactions. These topics are designed to be engaging and authentic, which are hallmarks of effective educational materials, encouraging students to practice speaking with native speakers.

To further enrich the learning experience, these topics are presented across various genres, including dialogue, interviews, and role play. This diversification enhances student engagement and makes the learning process more dynamic. Additionally, the model emphasizes specific learning activities and strategies structured around three main phases: opening, presentation, and production. During these stages, students engage in a variety of learning strategies, including the embedded approach, which promotes deeper comprehension and application of language skills. The model includes a robust evaluation framework to assess students' speaking abilities and reflective skills. This evaluation is crucial for determining the effectiveness of the learning activities and ensuring that the educational objectives are being met. Buru language learning model provides a comprehensive and structured approach to multilingual learning that is theoretically grounded and practically applicable in educational settings.

CONCLUSION

This study found that elementary school teachers in the Buru districts agree with ecotourism-based multilingual learning in the school environment and its surroundings. Most of them cannot communicate in English and Buru, so both languages are categorized as target languages 1 (T1). And target language 2 (T2), while Indonesian is the dominant language used by teachers who will be embedded in the multilingual model. The model of embedded multilingual learning teaching materials in primary schools was selected in advance by using several theories and considering the needs analysis results. Several aspects support teaching materials for multilingual learning materials, namely objectives, topics, content, genres, strategies, activities, and evaluations. These aspects are integrated. The unity and robustness of these aspects determine the success of the material. The learning objective is to

communicate in spoken multilingualism through dialogue. This goal is adopted from the elementary school curriculum. It is supported by input and a severe process implemented in a learning process to achieve the research goal. This model's multilingual learning material focuses on daily conversation in the school setting. This topic is a good input for teachers to use the language in their daily interactions and familiarize them with speaking with native speakers. This topic will, in turn, be exciting and authentic, which characterizes good material.

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