

DEVELOPING A CONTEXTUAL DISTANCE LEARNING MODEL FOR BAJO CHILDREN IN SAGORI ISLAND, KABAENA

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Abstract

Education is a fundamental right of every child as emphasized in the Sustainable Development Goals (SDGs), which highlight the importance of inclusive, equitable, and quality education. However, educational disparities remain among indigenous communities, including the Bajo people in Sagori Island, Kabaena, Southeast Sulawesi. Geographical isolation, limited infrastructure, and the dominance of maritime-based livelihoods restrict Bajo children's access to formal education. This study aims to develop a contextual distance learning (DL) model tailored to the socio-cultural characteristics of the Bajo community. Employing a qualitative case study approach, data were collected through interviews, observation, and documentation. The findings indicate that a contextual DL model—utilizing printed modules, community-based audio media, and the integration of maritime local knowledge—can enhance learning motivation, the relevance of instructional materials, and the educational participation of Bajo children. These results underline the significance of culturally grounded ODL innovations as an inclusive strategy to improve educational access in remote island communities.

Keywords: Distance Learning, Contextual Education, Bajo Children, Kabaena Island

1 INTRODUCTION

Education is a fundamental human right as guaranteed by the constitution and reinforced in the Sustainable Development Goals (SDGs), particularly Goal 4, which seeks to ensure inclusive, equitable, and quality education for all. Despite significant progress, disparities in educational access remain a serious challenge in many parts of Indonesia, especially in remote and island regions (Tulandi Florency, Waha Cecilia, 2024). Children from the Bajo community, an indigenous seafaring ethnic group traditionally residing in coastal and island areas, are among the most vulnerable groups in terms of access to formal education (Clifton & Majors, 2012).

The Bajo community in Kabaena, Southeast Sulawesi—particularly the Bajo people of Sagori Island—live in close interaction with the sea, with daily life strongly shaped by maritime activities. This unique cultural characteristic often limits access to education, as formal educational institutions are generally concentrated in mainland areas. Geographic isolation,

limited transportation, inadequate educational infrastructure, and a shortage of teachers have further widened the educational gap between the Bajo community and other groups (Karno & Halim, 2023).

Conventional face-to-face education has proven inadequate in meeting the needs of remote island communities. This system requires physical attendance, sufficient infrastructure, and an adequate number of teachers—conditions that are difficult to fulfill in areas such as Kabaena (Syahrullah & Djuanda, 2024). On the other hand, the advancement of information and communication technology (ICT) has created opportunities for more flexible, inclusive, and locally adaptive models of education. One such innovative approach is Open and Distance Learning (ODL), which enables teaching and learning processes to take place without the limitations of space and time (Watulangkow & Jacobus, 2025)

Universitas Terbuka (UT) serves as a concrete example of ODL implementation in Indonesia. As a pioneer of distance higher education, UT has successfully provided access to education for students from Sabang to Merauke, including those living in remote and island regions (Belawati, 2019). Through a system based on printed modules, digital platforms, and tutorial support, UT has demonstrated the transformative potential of ODL in expanding learning opportunities for all Indonesians. This success confirms that distance education can serve as a strategic solution for achieving educational equity in an archipelagic country (Siahaan, 2012). However, UT's experience also demonstrates that the success of ODL cannot be separated from contextualization efforts. While the ODL framework is flexible and widely replicable, it still requires adaptation to the social, cultural, and geographical needs of local communities. For Bajo children in Kabaena, contextualization involves adjusting learning materials, delivery methods, and support systems to align with their maritime lifestyle, language, and cultural values. Without such contextualization, ODL risks becoming irrelevant or inaccessible to the target community (Belawati, 2025)

The contextualization of ODL also plays a vital role in supporting cultural preservation while simultaneously empowering the community. The integration of local language, traditional knowledge, and social realities into the learning process makes education more meaningful, enhances students' learning motivation, and encourages the active participation of Bajo children (Sumarno, 2021). Thus, education is not only an instrument for human development but also a means of strengthening cultural identity and ensuring community sustainability (Biantaro Sugih, 2021)

At the policy level, the Indonesian government has emphasized the importance of equity and inclusiveness in education. However, many policies remain uniform in nature and fail to adequately consider the diversity of local contexts. As a result, their tangible impact on communities in remote island regions is often limited (Sandriani & Riofita, 2025). Therefore, the development of an ODL model specifically designed for Bajo children is essential to ensure that the commitment to educational equity can be fully realized in practice (Barida Maisya & Putro, 2011)

The availability of internet connectivity and digital technology in island regions increasingly opens opportunities for the implementation of ODL. However, technology alone is not sufficient; it requires culturally relevant pedagogical design, active community participation, and sustainable institutional support. Therefore, ODL should be regarded not merely as a technological innovation, but as a holistic educational model capable of adapting to the socio-cultural dynamics of the Bajo community (Nurwahyuliningsih et al., 2022)

The availability of internet access and digital technology in island regions is increasingly opening opportunities for the implementation of ODL. However, technology alone is not sufficient; it requires culturally relevant pedagogical design, active community participation, and sustainable institutional support. Thus, ODL should not be viewed merely as a technological innovation, but as a holistic educational model capable of adapting to the socio-cultural dynamics of the Bajo community (Ririk, Mokodompit Multi, 2023).

This research gap highlights the importance of developing an ODL model that is not only generic but also contextualized to the specific needs of Bajo children in Kabaena Island. The novelty of this study lies in its effort to design an ODL model that explicitly integrates maritime life, local language, traditional knowledge, and infrastructural limitations into the learning design. By adapting the principles of ODL from Universitas Terbuka and combining them with the unique characteristics of the Bajo community, this study offers an innovative approach to providing inclusive education in remote island areas. Based on this background, the objectives of the research are to:

1. To analyze the barriers and educational needs of Bajo children in Sagori Island, Kabaena.
2. To design a contextualized ODL model that reflects the socio-cultural, economic, and geographical conditions of the Bajo community in Sagori Island, Kabaena.

3. To propose strategies for the sustainable implementation of the ODL model through collaboration between local government, educational institutions, and local communities.

2 METHODOLOGY

This study employs an ethnographic approach to gain an in-depth understanding of the socio-cultural context of the Bajo community in Sagori Island, Kabaena, as the foundation for developing a contextual Open and Distance Learning (ODL) model. Ethnography was chosen because the focus of the research is not only on barriers to educational access, but also on everyday practices, local wisdom, and maritime cultural values that shape the learning patterns of Bajo children (Spradley, 2007). Data were collected through participatory observation, in-depth interviews, Focus Group Discussions (FGDs), and direct involvement in community activities. The data were analyzed thematically and interpretively, with an emphasis on the meanings that the community assigns to education (Craswell J. W., 2007). Validitas temuan dijaga melalui triangulasi sumber (siswa, orang tua, guru, dan tokoh adat) serta konfirmasi hasil kepada partisipan. The findings of this ethnographic study were then used as the foundation for designing an ODL model aligned with the maritime culture and local needs of the Bajo community (Clifton & Majors, 2012).

3 FINDINGS AND DISCUSSION

3.1 Barriers and Needs Of Bajo Children In Sagori Island, Kabaena

Sagori Island is one of the small islands within the Kabaena Archipelago, Bombana Regency, Southeast Sulawesi. The island is known as a settlement of the Bajo, a maritime ethnic community that has lived in close interaction with the sea for generations. In terms of education, the geographical isolation of Sagori creates significant gaps in access to formal schooling. The island is relatively small, characterized by low-lying land surrounded by open sea, making its community highly dependent on marine resources for their daily livelihood (Karno & Halim, 2023)

For the Bajo community in Sagori Island, the sea constitutes the main source of livelihood, whether through fishing, processing marine products, or engaging in small-scale trade. This dependence makes them highly adaptive to the marine environment, but at the same time vulnerable to climate change, high waves, and limited transportation facilities. Social relations on the island still reflect a traditional communal structure, with strong kinship ties and

customary practices, including in the management of marine resources and in shaping the educational activities of children (Rahayu & Utha, 2024).



Figure 1. Sagori Island, Kabaena, Bombana Figure 2. Daily Activities of Children in Sagori

As a small and isolated island, Sagori can only be reached by sea travel. Children who wish to attend schools on the mainland must rely on boats, with their journeys highly dependent on weather conditions. This situation often leads to delays and even absenteeism, resulting in unstable continuity of learning (Biantaro Sugih, 2021). To support the education of children from the islands, the Bombana District Government has established a student shelter in Sikeli Sub-district, West Kabaena, so that students do not always have to commute back and forth by sea. In addition, formal educational institutions have also been established in Sagori Island, including Wisata Kindergarten for early childhood education and the SD–SMP Satu Atap (integrated elementary and junior high school), which are already registered in the official Dapodik database of the Bombana District Education Office (BPS Bombaba, n.d.)



Figure 3. Satu Atap (Elementary School)



Figure 4. Satu Atap (Junior High School)

Although some educational facilities are already available in Sagori Island, many other barriers continue to emerge. The second major barrier is the limitation of educational infrastructure. Schools in island areas generally have only simple classrooms with very limited supporting facilities, such as libraries, laboratories, or reliable electricity. In addition, the shortage of teachers remains a serious constraint, as few educators are willing to serve for long periods in small islands. As a result, the learning process is still highly dependent on teachers coming from the mainland, whose presence is not always consistent.

The results of an interview with a teacher, her name is fariana in Sagori Island said, revealed that the number of educators in the area is still very limited. *At present, there are only six teachers: one headmaster with civil servant (PNS) status and five honorary teachers. Of these, two honorary teachers are regularly assigned to the elementary school, while the other four teach at the junior high school level (Interview with SD Satu Atap teacher, Sagori Island, 2025).* This condition shows that the teacher–student ratio remains far from ideal, which directly affects the quality of the learning process in Sagori Island.

The shortage of teachers has several important implications. First, teachers face very high workloads, as they must teach across multiple subjects and grade levels, thereby reducing the effectiveness of learning. Second, the predominance of honorary teachers creates uncertainty in the continuity of teaching, since their status often depends on local government policies. Third, this condition also narrows opportunities for the development of extracurricular activities and innovative learning methods, as teachers are primarily focused on fulfilling basic classroom hours. In addition to infrastructural constraints, Bajo children in Sagori also face socio-cultural barriers. The sea-oriented lifestyle of the Bajo community often involves children in fishing activities with their families, which reduces their study time at school. Furthermore, the uniform learning materials, which are generally oriented toward mainland life, are perceived as less relevant to their maritime experiences. This condition leads to low learning motivation, as children find it difficult to see the connection between school knowledge and the real-life context they experience

Thus, the educational challenges of Bajo children in Sagori do not only stem from limited physical facilities and a shortage of teachers, but also from the lack of curriculum contextualization that reflects the culture and needs of maritime communities. From this analysis, four main educational needs of Bajo children can be identified. First, the need for flexible educational accessibility that is not solely dependent on the physical presence of

teachers in the classroom. Second, curriculum relevance, which must integrate the Bajo language, culture, and maritime local wisdom. Third, social and cultural support that ensures community participation in the learning process. Fourth, policy and institutional support involving local government, schools, and universities, in order to provide policy backing and establish a sustainable educational ecosystem.

3.2 A Contextual Open and Distance Learning (ODL) Model For The Socio-Cultural, Economic, and Geographical Conditions of The Bajo Community in Sagori Island

Based on the needs analysis of the Bajo community in Sagori Island, the development of a contextualized Open and Distance Learning (ODL) model can serve as a strategic solution for the education of Bajo children in the island. This model is not only designed to overcome geographical barriers but also to align with the social, cultural, and economic realities of the community. From the socio-cultural perspective, ODL is designed by integrating maritime local wisdom into the learning materials. For instance, mathematics lessons are contextualized through practical activities such as calculating fish catches, while science lessons are linked to traditional knowledge of fishing seasons. The Bajo language is also incorporated to reinforce comprehension, alongside Indonesian as the official medium of instruction. This approach makes education more relevant and meaningful for the children of Sagori (Kalosara, Kuli Bhinci, 2015). This is in line with what has been stated by Belawati (2025) who argues that ODL has proven effective in expanding access to higher education for communities living in remote, rural, and island regions.

Second, from the economic perspective, ODL provides flexibility in study schedules, allowing children to assist their families in fishing activities without having to abandon schooling. The use of printed modules, community radio, and offline applications through simple devices helps reduce costs while adapting to the limited digital infrastructure of small islands. In this way, education does not impose an economic burden on families, but instead adds value by enhancing children's skills. This finding contrasts with the study of Nurwahyuliningsih et al.,(2022) which shows that the digitalization of education in coastal areas often increases financial burdens because it requires modern digital devices and reliable internet access. In the context of Sagori, however, the proposed solution is more realistic by utilizing printed modules, community radio, and simple offline applications that are compatible with the economic conditions of fishing families.

Third, from the geographical perspective, ODL has the potential to overcome the isolation of Sagori, which is difficult to reach. This model allows the learning process to continue even when teachers are not physically present, as students can study independently with the guidance of local tutors. The study Watulangkow & Jacobus (2025) in 3T (frontier, outermost, and disadvantaged) regions also emphasizes the importance of local tutors to ensure the continuity of learning in remote areas. By integrating social, cultural, economic, and geographical aspects, the contextualized ODL model in Sagori Island is not merely a technical innovation in distance education, but also a strategy for community empowerment. Education is no longer limited to the transfer of knowledge, but becomes a means of preserving Bajo culture as well as a pathway toward sustainable development in island regions.

3.3 Strategy For The Sustainable Implementation Of The Open and Distance Learning (ODL) Model Through Collaboration Between Local Government, Educational Institutions and Local Communities

The sustainable implementation of the contextualized ODL model in Sagori Island can only succeed if it is built upon strong collaboration between local government, educational institutions, and local communities. As Freire has emphasized in his concept of community-based education, the success of education is not solely determined by the curriculum but also by the extent to which the community is actively involved in planning, implementation, and evaluation (Anindita, 2013) that the success of education is not determined solely by the curriculum, but also by the degree to which the community is involved in the planning, implementation, and evaluation of the program (Mahardhani & Utami, 2022). In Sagori Island, the participation of parents and traditional leaders has begun to emerge in supporting education. For example, parents have started to organize their children's study schedules so that they do not conflict with fishing activities, and Bajo parents have also begun to support community-based learning initiatives. However, such participation remains sporadic and highly dependent on individual initiatives. To strengthen this support, it is necessary to establish a formal *Sagori Learning Forum* that involves traditional leaders, parents, school principals, and local tutors as a collaborative space for joint planning and scheduling—for instance, arranging study sessions after fishing activities (Sandriani & Riofita, 2025).

From the perspective of local government, the sustainable implementation of ODL in Sagori Island requires consistent policy and financial support. The government must prioritize

island education as part of regional development through formal regulations, such as a district head decree or a local bylaw that regulates community-based distance education programs. Such a policy framework is essential to provide legitimacy and certainty for ODL so that it does not depend solely on short-term projects. In addition to regulation, the local government can play a concrete role in providing minimum infrastructure. One example is subsidizing printed books, which serve as the main learning media for Sagori children. Printed modules are relatively inexpensive, easy to distribute, and independent of electricity or internet access, thereby ensuring learning continuity even under adverse weather conditions

The government can also support the development of educational community radio, which broadcasts learning materials, module readings, or motivational messages for students (Prasetijo, 2017). Radio has proven to be a low-cost and inclusive medium that can reach households in Sagori without requiring expensive devices. Government support may include providing transmission equipment, local broadcasting licenses, and incentives for managing community-based radio. In addition, the provision of educational transportation facilities is a key strategy. At present, Sagori children must still cross the sea to attend school, a journey that is highly dependent on weather conditions. The government could initiate a “school boat” program with a fixed schedule or establish student shelters on the mainland to accommodate them when sea conditions do not allow safe travel. Such efforts would reduce safety risks while ensuring regular student attendance.

Furthermore, the local government can allocate part of village funds or the regional education budget (APBD) to support the operations of local tutors. Local tutors play a vital role in assisting Bajo children; therefore, providing small but sustainable incentives will encourage the availability of educators willing to reside in Sagori. Through these measures, the local government will act not only as a facilitator but also as a guarantor of the sustainability of the contextual ODL program. This strategy demonstrates the state’s commitment to being present in island regions and ensures that Bajo children in Sagori Island receive proper, inclusive, and sustainable educational opportunities.

From the perspective of educational institutions, both local schools and in partnership with Universitas Terbuka as the pioneer of ODL in Indonesia, they play a central role in the success of the contextual distance learning model in Sagori Island. *First*, educational institutions are responsible for designing and providing contextualized learning materials. Such adjustments make the learning process more relevant and meaningful for Bajo children

who live in daily interaction with the sea. *Second*, educational institutions are responsible for developing and distributing appropriate learning media. For example, they can provide printed modules, recorded audio lessons, and offline applications accessible through simple devices. These learning media complement the limited availability of teachers on site and enable students to learn independently without relying solely on internet connectivity (Biantaro Sugih, 2021) .

Third, educational institutions have a significant responsibility in the development and training of local tutors. Considering the limited number of teachers in Sagori, community tutors or learning facilitators from within the local population can be trained to support ODL implementation. Training and mentoring programs for local tutors, such as those already conducted by Universitas Terbuka in various regions, can serve as a practical model. The study Watulangkow & Jacobus (2025) also emphasized that the presence of local tutors is crucial for the sustainability of ODL in 3T (frontier, outermost, and disadvantaged) regions, making such training efforts an essential investment. By carrying out these roles, educational institutions are not only providers of learning materials but also key actors in ensuring that education in Sagori Island is inclusive, relevant, and sustainable.

From the perspective of the local community, their role is crucial in supporting the sustainability of the ODL model. As a maritime society, parents, traditional leaders, and community figures of the Bajo serve not only as supporters but also as active partners in the educational process. This aligns with the principle of community-based education Berkes, (1999) which emphasizes that education will be more relevant and sustainable when it is designed, implemented, and monitored together with the community itself. In addition, the local community can also provide shared village-based learning spaces. Village halls, mosques, or the houses of community leaders can be used as gathering points where children receive guidance from local tutors, listen to educational radio broadcasts, or access printed modules distributed on a regular basis. This approach has proven effective in the study Ririk, Mokodompit Multi (2023) which found that community-supported learning spaces can significantly increase children's participation in education in island areas. The role of the community is also evident in providing moral and motivational support. Parents who actively encourage their children to study despite limitations contribute to higher student motivation. Traditional leaders can serve as role models by emphasizing that education is not only important for individual achievement but also for the preservation of Bajo cultural continuity.

In this way, education is perceived as part of community identity rather than merely a formal obligation. In addition, the local community can function as a monitor and social controller for the sustainability of the ODL program. They can help ensure that the distribution of modules is carried out on time, monitor children's attendance in learning activities, and provide feedback on the content of learning materials to make them more relevant to the maritime culture. This form of community oversight makes the ODL program more transparent, accountable, and truly responsive to the needs of the Bajo people (Kalosara, Kuli Bhinci, 2015).

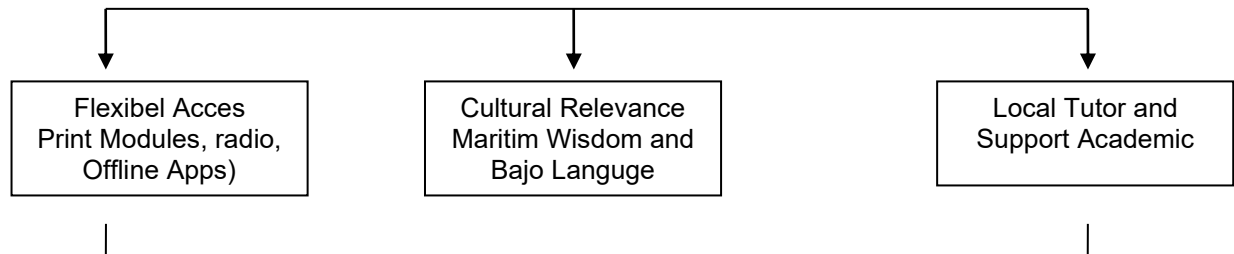
Integrating the roles of government, educational institutions, and local communities, the implementation strategy of ODL in Sagori Island will be able to address the geographical, socio-cultural, and economic barriers that have long hindered education. This collaboration makes ODL not merely a technical innovation in distance learning, but also a community empowerment strategy that supports the achievement of the Sustainable Development Goals (SDGs). The model of sustainable Open and Distance Learning can be illustrated in the following scheme:

EDUCATIONAL BARRIER SAGORI ISLAND

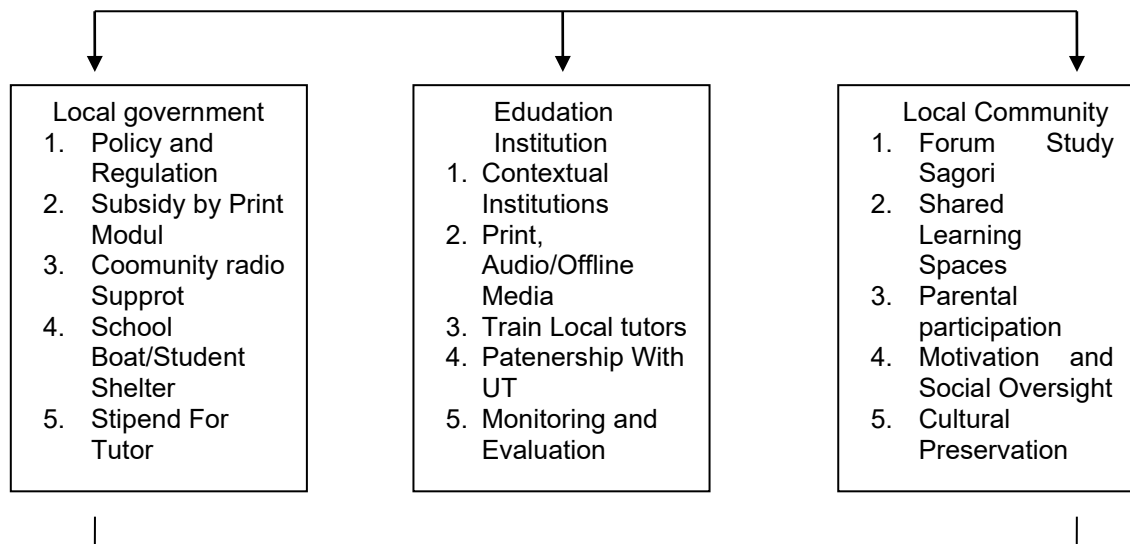
Difficult geographic access (sea transport, weather)

1. Limited infrastructure (electricity, internet, school space)
2. Teacher shortage / high turnover
3. Socio-cultural factors (fishing rhythms, local language)
4. Household economic constraints (fishing livelihoods)

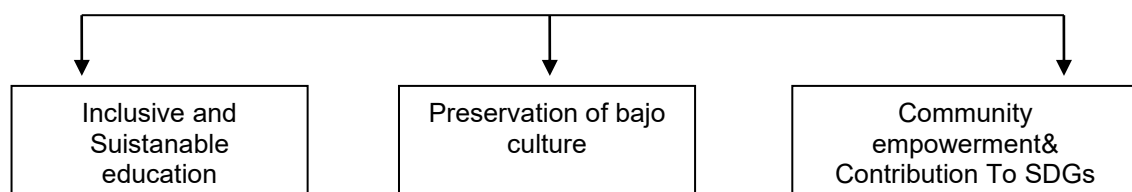
Identified Needs For ODL (Contextual)



Contextual ODL Model For Sagori Island



Outcomes



4 CONCLUSION

The success of implementing this model is largely determined by the collaboration of three key actors. The local government plays a role in providing policies, funding, and infrastructure; educational institutions are responsible for designing contextualized learning materials, distributing learning media, and training local tutors; while the local community functions as a driver, supervisor, and active partner in ensuring the sustainability of the learning process. By integrating socio-cultural, economic, and geographical aspects, the contextual ODL in Sagori Island not only expands access to education but also serves as a means of community empowerment and the preservation of Bajo cultural identity. This model makes a tangible contribution to the achievement of the Sustainable Development Goals (SDGs).

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