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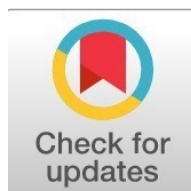
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Revitalizing the Acehnese Language through the “Cinta Bahasa Aceh” Instagram Community

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Abstract

General Background: The Acehnese language, as a crucial component of Indonesia’s linguistic and cultural diversity, faces a decline in daily use among teenagers due to modernization and the dominance of Indonesian and foreign languages. **Specific Background:** The emergence of social media platforms such as Instagram presents a new opportunity for language revitalization through interactive and youth-oriented digital content. **Knowledge Gap:** Despite the growing use of digital media in education, empirical studies examining its effectiveness in regional language revitalization remain limited. **Aims:** This study investigates the effectiveness of the “Cinta Bahasa Aceh” Instagram community in revitalizing the Acehnese language among adolescents. **Results:** Using a quasi-experimental design with 60 respondents, findings reveal significant improvement in vocabulary (32%), understanding of common expressions (28%), and conversational ability (35%) following a four-week digital intervention. **Novelty:** The study integrates Fishman’s Reversing Language Shift theory, Gilster’s digital literacy framework, and Rogers’ diffusion of innovation theory, highlighting Instagram as a participatory platform that transforms passive learners into active cultural agents. **Implications:** These results confirm that social media-based initiatives can serve as adaptive and replicable models for regional language preservation, offering both theoretical and practical contributions to the sustainability of linguistic heritage in the digital era.

Highlights:

- Digital media effectively enhances youth engagement in language preservation.
- Instagram fosters active, participatory learning of regional languages.
- The study offers a replicable model for revitalizing endangered languages.

Keywords: Language Revitalization, Digital Media, Instagram, Teenagers, Acehnese Language

Published date: 2025-10-24

Introduction

Language is the primary instrument of communication that enables humans to express their ideas, feelings, and desires to others. It exists not only as a technical medium for the exchange of information, but also as a cultural symbol that marks the collective identity of a society [1]. From a sociolinguistic perspective, language is an important marker in building social cohesion, as well as an instrument for passing on values

between generations [2]. Therefore, the existence of regional languages cannot be viewed merely as a means of communication, but also as a cultural heritage that represents local wisdom and social identity.

Regional languages play a vital role in maintaining Indonesia's linguistic diversity. Each regional language contains traditional knowledge, history, and cultural practices that have been passed down from generation to generation. The loss of a regional language does not only mean the loss of a communication system, but also the disappearance of part of the collective memory of the community [3]. This reinforces the view that the preservation of regional languages is an integral part of efforts to maintain national identity amid the tide of global modernization [4].

Aceh is one of the regions in Indonesia that has a high linguistic diversity, with at least eleven regional languages still in use, including Aceh, Gayo, Alas, Tamiang, Aneuk Jamee, Kluet, and Simeulue [5]. Of these many regional languages, the Aceh language has a dominant position because it is widely used in everyday communication and is a symbol of cultural pride for the Acehnese people [6]. However, this strategic position does not guarantee that the Aceh language is free from the threat of shift and extinction.

The phenomenon of declining use of the Aceh language is becoming more apparent, especially among teenagers. Modernization, globalization, and the increasing dominance of Indonesian and foreign languages in education and the media have caused the younger generation to use the Acehnese language less and less in their daily interactions [7]. This shift is in line with Fishman's (1991) theory of language shift, which explains that minority languages will lose their communicative function if they are not actively passed on to the next generation [2].

The decline in interest among the younger generation in using the Acehnese language is also related to the perception that regional languages are considered less prestigious than national or international languages [8]. Rahima's (2024) study shows that many other regional languages in Indonesia are experiencing a similar phenomenon, where the younger generation prefers Indonesian or English because they are considered more relevant to education, work, and technology [9]. This puts the Acehnese language in a vulnerable position that needs to be addressed immediately through effective revitalization strategies.

Language revitalization is a systematic effort to revive languages that are experiencing a decline in function, whether through formal education, language policy, or community initiatives [3]. Fishman (1991) emphasizes the concept of Reversing Language Shift (RLS), which is to restore the role of minority languages through the family, community, and formal institutions [2]. However, in the digital age, revitalization approaches can no longer rely solely on traditional channels but must integrate information technology [10].

The digital era presents new opportunities for preserving regional languages through social media. Platforms such as Instagram, TikTok, and YouTube have become spaces for young people to express themselves in ways that are closely connected to their daily lives. Visual-based social media allows for the creative, engaging, and accessible presentation of regional language content [11]. This strategy is relevant to

Gilster's (1997) theory of digital literacy, which emphasizes the importance of the younger generation's ability to both produce and consume content critically [12].

Instagram, as one of the most popular platforms among teenagers, has interactive features that support the dissemination of educational content. Through daily vocabulary posts, conversation videos, and interactive quizzes, the Acehese language can be popularized again in a way that suits the learning style of Generation Z [13]. This is in line with Jenkins' (2006) view of participatory culture, which is a digital culture in which young people are not only consumers but also producers of content [14].

The practice of revitalizing the Acehese language through online communities has begun, one example being the Instagram account “Cinta Bahasa Aceh” (Love the Acehese Language). This community produces creative content in the form of vocabulary, unique expressions, and simple educational videos that are able to attract the attention of teenagers. The existence of communities such as this shows that digital media can be a space for cultural struggle that is relevant to the social dynamics of the younger generation [15].

In addition to being a means of learning language, online communities also function as a forum for cultural interaction. The participation of the younger generation in liking, sharing, and commenting on educational content shows that there is important active involvement in building a shared linguistic identity [16]. Thus, social media is not just an entertainment platform, but also an arena for cultural socialization and language education.

Previous studies have shown the effectiveness of social media in supporting the preservation of local languages [17]. For example, Widiatmaka (2022) found that participation-based digital strategies can slow down the rate of regional language shift [6]. Warsito et al. (2022) emphasized that social media can be an alternative public space that strengthens the existence of local languages. These findings underscore the importance of utilizing social media as part of language revitalization strategies [10].

The context of globalization demands innovative strategies to keep regional languages relevant. Rogers (2003), through his theory of innovation diffusion, emphasizes that the success of an innovation is determined by its suitability to the needs of the audience [18]. Instagram, with all its creative features, is very suitable for the characteristics of the young generation in Aceh who are familiar with digital technology. Therefore, research on the effectiveness of this media is very important.

Referring to the urgency of preserving the Acehese language and the relevance of social media in the lives of teenagers, this study offers a new perspective on language revitalization through online communities [19]. This approach not only focuses on linguistic aspects but also touches on the dimensions of social participation and cultural pride [20]. Thus, this study has strategic value, both academically and practically.

Based on this background, this study aims to examine the effectiveness of the online community “Cinta Bahasa Aceh” (Love the Acehese Language) on the Instagram platform as a means of revitalizing the Acehese language among the younger generation. The focus of the study is on measuring the increase in

vocabulary, understanding of typical expressions, and participatory involvement of teenagers after digital content intervention. This study is expected to provide a strategic model that can be replicated in the context of other regional languages in Indonesia.

Method

This study used a quantitative approach with a quasi-experimental design, as the main objective was to measure the effectiveness of digital content intervention in improving Acehese language skills among adolescents. The design used was a pre-test-post-test control group design, in which respondents were divided into two groups, namely the experimental group and the control group. The experimental group received treatment in the form of educational content on the Aceh language through the Instagram account “Cinta Bahasa Aceh” (Love the Aceh Language), while the control group did not receive similar treatment. This design was chosen because it allowed researchers to compare learning outcomes between groups while identifying the specific effects of digital intervention [21], [22].

The population of this study was adolescents aged 15–18 years old who lived in Banda Aceh and its surroundings. The research sample was taken using purposive sampling with certain criteria, namely adolescents who actively used Instagram and had a basic understanding of the Acehese language. There were 60 respondents, who were then divided evenly into an experimental group (30 people) and a control group (30 people). This selection technique was based on the consideration that research on language and digital media is more effective when conducted on groups that are actively involved in the use of social media [23].

The research instruments consisted of three main parts. First, an Acehese language proficiency test used to measure vocabulary mastery, understanding of typical expressions, and simple conversation skills. Second, a language interest questionnaire designed using a Likert scale to determine the level of motivation among adolescents in using the Acehese language. Third, an observation sheet used to record the participatory involvement of respondents in following the digital content intervention. All research instruments were validated through expert judgment from linguistics and learning media experts, and their reliability was tested using Cronbach's Alpha coefficient to ensure internal consistency [24], [25].

The research procedure was carried out in three stages. The first stage was a pre-test to measure the respondents' initial ability to speak Acehese. The second stage involved providing digital content intervention through the “Cinta Bahasa Aceh” Instagram account for four weeks, which included daily vocabulary posts, conversation videos, typical expressions, and interactive quizzes. The content was designed to be visually appealing by utilizing Instagram's stories, reels, and carousel features. The third stage was a post-test to re-measure the respondents' abilities after the intervention. This stage followed the standard quantitative research procedure with a quasi-experiment [26].

The research data were analyzed using a combination of descriptive and inferential statistics. Descriptive statistics were used to describe the mean, standard deviation, and percentage of pre-test and post-test scores. Meanwhile, inferential statistics used a paired sample t-test to test for significant differences in the experimental group before and after the intervention, as well as an independent sample t-test to compare the results between the experimental group and the control group. This analysis technique was chosen because it is suitable for research using a pre-test-post-test control group design [27].

Research ethics were maintained by obtaining consent from all respondents and the parents of respondents who were still underage students. Confidentiality of identity was guaranteed, and participation was voluntary without coercion. In addition, all research procedures referred to the ethical principles of social research, including transparency of purpose, freedom to withdraw, and the use of data only for academic purposes [28]. With these methodological steps, the study is expected to provide valid, reliable, and relevant results for the revitalization strategy of the Acehese language through digital media.

Result and Discussion

A. Results

1. Overview of Respondents

This study involved 60 adolescents aged 15–18 years who were divided evenly into an experimental group and a control group. The demographic characteristics of the respondents were relatively diverse in terms of gender, educational background, and daily language habits. Of the total respondents, approximately 53% were female and 47% were male, with the majority being high school/MA students in Banda Aceh. These data indicate that the research sample is quite representative of the use of the Acehese language among urban adolescents.

From the initial questionnaire results, it was found that only 35% of respondents still actively used Acehese at home or with their families. Conversely, 65% of respondents more often use Indonesian, and a small number are accustomed to mixing it with English in conversation. This condition shows a clear symptom of language shift, in which the Acehese language is no longer the dominant language of the younger generation. This is in line with Fishman's (1991) theory of language shift, which states that minority languages will lose their communicative function if they are not consistently passed down from generation to generation [2].

Social media usage habits are also a characteristic of the respondents in this study. Almost all respondents admitted to using Instagram every day for an average of 3–5 hours. Instagram is not only used as a means of entertainment, but also for social interaction, self-exploration, and even learning. This fact shows that digital media, especially Instagram, is a strategic space for linguistic intervention. Thus, the respondent profiles illustrate two important things: on the one hand, there is a real threat to the preservation

of the Acehese language, and on the other hand, there is a great opportunity to utilize digital technology as a means of revitalization.

2. Pre-test Results of Acehese Language Proficiency

The initial stage of the research was conducted by administering a pre-test to both groups. This test covered three main indicators: mastery of everyday vocabulary, understanding of typical expressions, and simple conversation skills in the Acehese language. The pre-test results showed that the respondents' initial abilities were still low. The experimental group obtained an average score of 54 for vocabulary, 50 for understanding of typical expressions, and 46 for simple conversation. Similar results were also seen in the control group, namely 55, 49, and 47. This equality is important because it ensures that both groups have almost the same starting point, so that differences at the final stage can be more validly attributed to the intervention.

The pre-test data also shows that the respondents' vocabulary mastery is relatively better than their conversation skills. This indicates that Acehese teenagers still recognize some basic vocabulary, but have difficulty using the language in spontaneous interactions. This phenomenon is consistent with the results of Rahima's (2024) research, which states that the decline in the intensity of regional language use has the greatest impact on oral skills [9]. In other words, Acehese teenagers tend to understand the language passively, but rarely use it actively.

In addition to quantitative data, observation notes also show that some respondents feel awkward when asked to speak in the Acehese language. They admit to being afraid of making mistakes or feeling less confident. This reinforces the finding that, in addition to linguistic skills, language attitude factors also influence language ability. Therefore, interventions that are interesting, interactive, and in line with their digital culture are considered important to improve both ability and motivation.

3. Post-test Results for the Experimental Group

After a four-week intervention involving the presentation of educational content on Instagram, the experimental group showed significant improvement in all aspects of Acehese language proficiency. Vocabulary scores increased from an average of 54 to 71, understanding of typical expressions from 50 to 64, and simple conversation skills from 46 to 62. This improvement was fairly consistent across almost all respondents, proving that digital intervention has a real positive impact.

The biggest improvement was seen in simple conversation skills, with an increase of 35%. This can be explained by the fact that the conversation videos and interactive quizzes uploaded on Instagram were closer to real-life communication situations, helping respondents practice using the Acehese language in a natural context. Meanwhile, the increase in vocabulary and understanding of typical expressions was also significant, driven by the presentation of daily vocabulary and popular expressions in an easy-to-remember visual format.

Respondents also reported positive changes in their attitudes toward the Acehese language. They felt more confident using Acehese, both verbally and in writing. Some even admitted to starting to write

Instagram captions in Acehnese. This fact shows that digital intervention not only improves cognitive competence but also affects affective aspects such as motivation and pride in language.

4. Post-test Results for the Control Group

Unlike the experimental group, the control group that did not receive digital intervention showed very little improvement. Vocabulary scores only rose from 55 to 57 (a 3% increase), understanding of typical expressions from 49 to 51 (a 4% increase), and simple conversation skills from 47 to 48 (a 2% increase). These figures indicate that without special intervention, the Acehnese language skills of adolescents have hardly improved significantly.

These results show that the natural process of learning the Acehnese language in today's social environment is not effective enough. Teenagers are more exposed to Indonesian at school and in the media, so they have fewer opportunities to use Acehnese. This condition is in line with the findings of Alamsyah (2022), who asserts that modernization and the dominance of the national language have marginalized regional languages [7]. Thus, it can be concluded that environmental factors alone are not sufficient to maintain the vitality of the Acehnese language among the younger generation.

The gap in results between the experimental and control groups further highlights the important role of digital media as a means of intervention. If left without a strategy, it is likely that young people's ability to speak Acehnese will continue to decline. Therefore, creative approaches that are relevant to their lives, such as educational content on social media, need to be seriously considered.

5. Comparison of Pre-test and Post-test Results

The differences in pre-test and post-test results for both groups can be seen in the following table:

Table 1. Comparison of Pre-test and Post-test Results

Measured Aspect	Pre-test Experiment	Post-test Experiment	Increase (%)	Pre- test Control	Post- test Control	Increase (%)
Daily Vocabulary	54	71	32%	55	57	3%
Understanding of Common Expressions	50	64	28%	49	51	4%
Simple Conversation	46	62	35%	47	48	2%

The results graph shows a similar pattern, namely a significant increase in the experimental group compared to the control group.

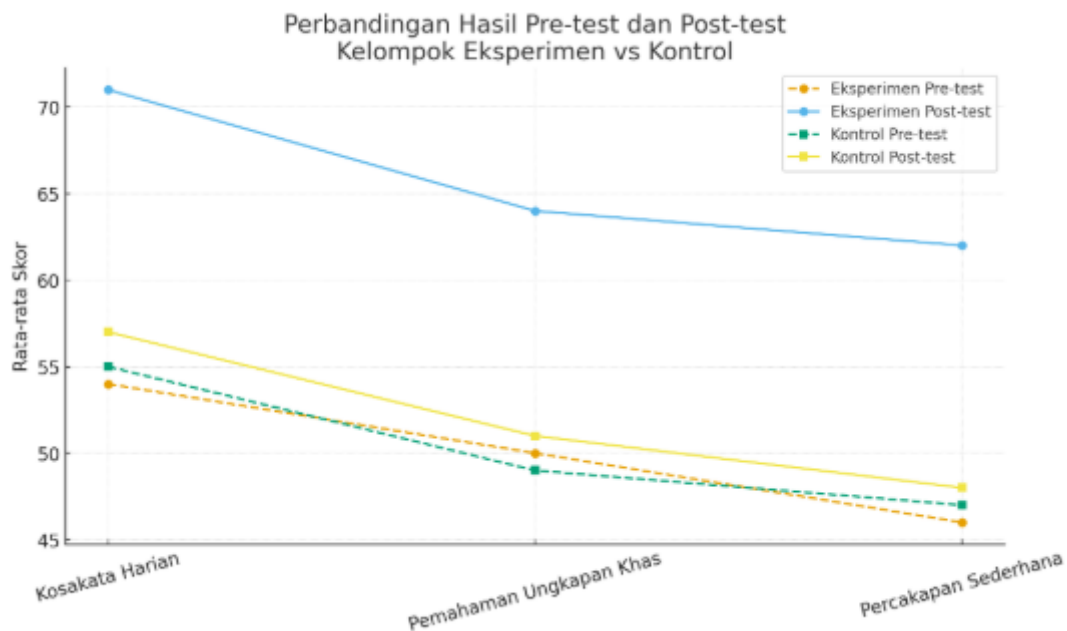


Figure 1. Comparison Of Pre-Test And Post-Test Results: Experimental Group Vs Control Group

This difference confirms that digital intervention is the main factor causing the improvement in Acehnese language skills. Without intervention, the scores in the control group tended to stagnate. Meanwhile, in the experimental group, there was a consistent jump in scores in all aspects. These findings reinforce the argument that social media-based revitalization strategies are more effective than relying solely on natural factors in society.

6. Inferential Statistical Analysis

Inferential statistical analysis was conducted to confirm the significance of the differences that occurred. The paired sample t-test showed that there was a significant difference ($p < 0.05$) between the pre-test and post-test scores of the experimental group in all aspects. This proves that digital intervention does indeed improve Acehnese language skills. Conversely, in the control group, the same test produced a p-value > 0.05 , which means that there was no significant difference between the pre-test and post-test scores.

In addition, the independent sample t-test between the experimental and control groups also showed a significant difference ($p < 0.05$) in the post-test results. Thus, it can be ascertained that the difference in scores between the two groups was not due to chance, but rather to the treatment in the form of digital intervention. This analysis provides strong statistical evidence to support the effectiveness of social media in the revitalization of the Acehnese language.

7. Teenagers' Level of Participation in Digital Content

In addition to measuring language skills, this study also recorded the level of respondent participation in interactions with Instagram content. The data shows that daily vocabulary posts received an average of 280 interactions, conversation videos received 250 interactions, and interactive quizzes were participated in by

70–80% of respondents. These figures indicate a high level of respondent engagement, which is an important factor in the success of the intervention.

This active participation shows that teenagers are not just passive consumers, but also participate in the learning process through comments, likes, and content sharing. This phenomenon is in line with Jenkins' (2006) concept of participatory culture, in which digital media users play a dual role as both recipients and producers of content [14]. Thus, social media is not only an educational platform, but also a collaborative arena that strengthens the cultural ties of the younger generation with the Acehese language.

8. Qualitative Responses from Respondents

Although this study focused on quantitative data, the researchers also noted qualitative responses from participants. Most respondents stated that Instagram content was more interesting and easier to understand than conventional learning methods. They felt that the visual, audio, and interactive formats made vocabulary easier to remember and apply.

Some respondents even reported that they had started trying to use the Acehese language in everyday conversation, even though they were still stuttering at first. Others had started writing Instagram captions in Acehese as a form of pride in their identity. These positive responses show that digital intervention not only improves linguistic ability but also changes young people's attitudes and motivation towards the Acehese language.

9. Summary of Key Findings

Based on quantitative and qualitative findings, it can be summarized that digital intervention through Instagram has proven effective in improving Acehese language skills among teenagers. Three main aspects, namely vocabulary, understanding of typical expressions, and simple conversation skills, have improved significantly. The level of teenage participation in digital content is also high, indicating that social media is a medium that is relevant to their lifestyle.

Overall, this study shows that social media can be used as an implementable strategy for revitalizing regional languages. With a creative, interactive, and participatory approach, the Acehese language is not only being relearned, but also embraced by the younger generation. These findings contribute academically and practically to efforts to preserve local languages in Indonesia, especially amid the challenges of globalization and the dominance of the national language.

B. Discussion

The results of the study show a significant increase in Acehese language proficiency among teenagers after they participated in educational content interventions through the Cinta Bahasa Aceh Instagram account. An increase of 32% in vocabulary mastery, 28% in understanding of typical expressions, and 35% in simple conversation skills shows that digital media is not just a medium of communication, but also an effective educational tool. This fact supports the concept of Reversing Language Shift (RLS) proposed by

Fishman (1991), that minority languages can be strengthened if they gain new spaces for use that are relevant to the lives of the younger generation [2]. The digital realm has proven to be an arena capable of restoring the communicative function of the Acehese language amid the rapid flow of modernization.

The phenomenon of increased linguistic competence among teenagers after exposure to digital content proves that information technology can serve as a cultural instrument that supports the vitality of regional languages. This is in line with Crystal's (2000) view, which emphasizes that technology can extend the life of minority languages when used strategically [1]. Visual, audio, and interactive content presented on Instagram makes the learning process fun, more contextual, and in line with the digital habits of the younger generation. Thus, social media not only facilitates entertainment but also creates a new learning environment that is closer to the world of teenagers.

The active involvement of respondents in liking, commenting, and sharing content shows that social media encourages a participatory culture in language learning. Each post receives an average of more than 250 interactions, indicating that teenagers are not only passive consumers but also involved in the production and distribution of content. This phenomenon is in line with Jenkins' (2006) idea of participatory culture, that the younger generation in the digital ecosystem tends to play a dual role as users and producers [14]. Through this mechanism of participation, online communities such as “Cinta Bahasa Aceh” have succeeded in fostering a sense of ownership of the local language among their followers.

Furthermore, this study reinforces the findings of Warsito et al. (2022), who states that social media can be an alternative public space for the preservation of regional languages. The presence of Instagram as a visual platform has expanded the domain of Acehese language use from the household and community spheres to a broader digital space [10]. This shows that language revitalization strategies in the era of globalization can no longer rely solely on formal education channels but must integrate digital technology to be more relevant and sustainable. In other words, digital space has become a “new classroom” for local language learning.

The finding that the control group did not experience a significant increase further strengthens the conclusion that digital intervention plays an important role in improving the linguistic abilities of adolescents. Without exposure to educational content, the language ability scores of the control group remained relatively stagnant. This condition illustrates the dominance of Indonesian and foreign languages in the lives of adolescents, as revealed by Alamsyah (2022) and Widiatmaka (2022) [6], [7]. The Acehese language is increasingly marginalized because it is considered irrelevant to education and work. Therefore, the revitalization of the Acehese language must be directed at the realm most frequently used by adolescents, namely social media.

In terms of academic contribution, this study enriches the body of research on the digitization of regional languages. The results of this study support the findings of Ratumanan et al. (2022), which emphasizes the importance of young people's participation in language digitization through creative content

[15]. This study also complements Nugroho's (2022) study, which proves the effectiveness of Instagram in increasing regional language literacy among students [16]. Thus, this research not only adds empirical evidence but also offers a model for language revitalization based on digital communities that can be adapted in other regions.

The effectiveness of digital intervention can also be explained using the theory of innovation diffusion proposed by Rogers (2003). This theory states that an innovation will be well received if it suits the characteristics and needs of the audience [18]. Instagram content, which is short, visual, and interactive, is well-suited to the media consumption patterns of young people, so this intervention was received positively. Therefore, the success of the “Cinta Bahasa Aceh” program is not only due to its content but also because it aligns with the digital culture of the audience.

In addition to cognitive aspects, this study also found changes in language attitudes. Respondents reported an increase in confidence in using the Acehnese language, both verbally and in writing. This confidence is an important factor in maintaining the vitality of a language, because a language can only survive if it is actively used in everyday communication [3]. Thus, social media contributes not only to improving linguistic abilities, but also to forming positive attitudes that strengthen the cultural identity of the younger generation.

The relevance of this study is not limited to the context of Aceh, but also has global significance. Many regional languages around the world face the threat of extinction due to globalization and cultural homogenization [1]. The practice of language digitization through online communities shows that adaptive strategies can slow down the rate of language shift. Thus, the experience of revitalizing the Acehnese language can be used as a reference by other regional language communities in Indonesia and around the world to utilize digital media as a means of preservation.

Although the results of the study were quite positive, there are limitations that must be acknowledged. This study only lasted four weeks, so it was not possible to measure the long-term effects of digital intervention. In addition, the study sample was limited to adolescents in Banda Aceh, so generalizing the results to other areas should be done with caution. Further research with a broader sample coverage, a longer intervention period, and a mixed-methods approach is highly recommended to strengthen the validity of the results.

The involvement of educational institutions and local governments is also very important in expanding the impact of language digitization programs. Without formal and systematic policy support, online community initiatives will only operate on a limited scale. In line with Salam & Hunava's (2024) opinion, regional language revitalization strategies need to be implemented through collaboration between communities, educational institutions, and the government [29]. This synergy will ensure that regional languages are not only preserved in the digital realm but also integrated into the education system and cultural policies.

Overall, this study confirms that revitalizing the Acehese language through digital media is an effective, adaptive, and relevant strategy in line with the times. Referring to Fishman's RLS theory, Gilster's digital literacy, and Rogers' diffusion of innovation, the results of this study provide theoretical and practical contributions to efforts to preserve regional languages [2], [18]. Social media has proven to be not only a space for entertainment, but also an educational and cultural arena capable of reviving linguistic pride among the younger generation. If developed more broadly and sustainably, this strategy can become an implementable model for the preservation of local languages in the era of globalization.

Conclusion

This study confirms that digital intervention through the Cinta Bahasa Aceh Instagram account has proven effective in improving Acehese language skills among teenagers. Significant improvements occurred in vocabulary (32%), understanding of typical expressions (28%), and simple conversation skills (35%). These results show that social media not only functions as a means of entertainment, but also as an educational tool that is capable of providing language learning in a creative, interactive way that is in line with the digital lifestyle of the younger generation. Thus, language revitalization strategies through digital media can be an adaptive solution in facing the threat of the shift in the Acehese language due to the dominance of the national language and globalization.

The findings of this study have important theoretical and practical implications. Theoretically, this study enriches the study of regional language revitalization by integrating the theory of Reversing Language Shift (Fishman, 1991), digital literacy (Gilster, 1997), and innovation diffusion (Rogers, 2003) in the context of social media. Practically, the results of this study show that online communities can play a significant role in promoting regional languages. If utilized optimally, social media has the potential to become an alternative space to rekindle the interest and pride of the younger generation in the Acehese language. In addition, this study provides an overview of an implementable model that can be replicated in other regional languages in Indonesia that are experiencing similar conditions.

Based on the research findings, several recommendations can be made. First, local governments and educational institutions need to support the digitization of regional languages through formal and informal programs to ensure a broader and more sustainable impact. Second, creative communities and the younger generation need to continue developing Acehese language content on social media in various formats, such as short videos, podcasts, and gamification, to make it more attractive and relevant to current trends. Third, further research needs to be conducted with a broader sample coverage and a longer intervention duration to measure the sustainability of the digital intervention's influence on the use of the Acehese language in everyday life. Thus, the revitalization strategy for regional languages can be implemented in a more comprehensive, collaborative, and future-oriented manner.

Acknowledgement

The author would like to thank the Directorate of Research, Technology, and Community Service, Ministry of Education, Culture, Research, and Technology for funding this research through the 2025 Junior Lecturer Research Program, in accordance with contract number: 134/C3/DT.05.00/PL/2025. Thanks are also extended to all informants and parties who have assisted in the implementation of this research.

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