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Regional Language Revitalization Strategies for Safeguarding Intangible Cultural Heritage

Suci Nurmala[1*], Nining Widia Sari[2], Bernard C. Perley [3]

[1] Department of Indonesian Language and Literature Education, Universitas Mataram, Mataram, Indonesia

[2] Department of Language Education, Universitas Lampung, Bandar Lampung, Indonesia

[3] Department of Anthropology, University of Wisconsin–Milwaukee, Milwaukee, United States

**Corresponding Author: nurmalasuci13@unram.ac.id*

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Abstract

Regional languages constitute one of the most important forms of intangible cultural heritage because they preserve indigenous knowledge, local wisdom, traditional values, oral traditions, and collective cultural identities. Nevertheless, globalization, urbanization, technological transformation, and the dominance of national and international languages have accelerated language shift across many multilingual societies, particularly in Indonesia. This article aims to analyze comprehensive strategies for regional language revitalization through the integration of educational institutions, cultural policies, community participation, and digital innovation. This study employed a qualitative library research design using a systematic literature review of recent international and national publications related to language revitalization, language preservation, and intangible cultural heritage. Thirty scholarly publications published between 2012 and 2026 were critically analyzed using thematic content analysis. The findings reveal four interconnected strategic dimensions that significantly contribute to successful language revitalization: educational transformation, community empowerment, policy intervention, and technology-based innovation. Educational institutions strengthen intergenerational language transmission through curriculum integration, while community participation maintains authentic language practices within cultural contexts. Government policies create sustainable institutional support, whereas digital technologies expand language use among younger generations through multimedia platforms and digital documentation. The study proposes an integrated revitalization framework emphasizing collaboration among governments, educational institutions, local communities, and digital stakeholders. The framework contributes to sustainable language maintenance while reinforcing regional cultural identity in the era of globalization.

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Introduction

Language is one of the most fundamental elements of intangible cultural heritage because it functions not only as a medium of communication but also as a repository of collective memory, indigenous knowledge, cultural values, traditional ecological practices, oral traditions, and social identity. Every regional language reflects the historical experiences and worldview of the community that speaks

it, making language preservation inseparable from the broader effort to safeguard cultural heritage. The disappearance of a language therefore represents not merely the loss of a linguistic system but also the erosion of traditional knowledge, cultural expressions, customary practices, and local wisdom accumulated over generations. Consequently, the preservation and revitalization of regional languages have become increasingly important within global discussions on cultural sustainability and heritage protection (Oeter, 2018; Perley, n.d.; Huang, 2025). This perspective has encouraged many countries to develop integrated strategies that combine educational policies, community participation, technological innovation, and institutional support to maintain linguistic diversity while strengthening cultural resilience.

The urgency of regional language revitalization has increased considerably during the last two decades due to rapid globalization, urbanization, technological transformation, population mobility, and the growing dominance of national and international languages. These developments have significantly reduced opportunities for younger generations to acquire and use regional languages in everyday communication. In multilingual societies, language shift often occurs when families gradually replace local languages with more dominant languages that are perceived to offer greater educational, economic, or social opportunities. As intergenerational language transmission weakens, many regional languages experience declining numbers of fluent speakers and reduced domains of use. Recent studies consistently demonstrate that language endangerment is not caused by a single factor but rather by complex interactions among demographic changes, educational practices, socioeconomic transformation, and cultural globalization (Annet, 2024; Huszka et al., 2025; Rajagukguk et al., 2022). Consequently, revitalization efforts require multidimensional approaches that simultaneously address educational, cultural, technological, and policy-related challenges.

Indonesia represents one of the world's richest multilingual nations, with hundreds of regional languages distributed across diverse ethnic communities. This extraordinary linguistic diversity constitutes an invaluable cultural asset that contributes significantly to national identity and social cohesion. Nevertheless, many Indonesian regional languages are currently experiencing decreasing vitality due to changing language preferences among younger generations, increased urban migration, limited educational support, and expanding digital communication dominated by national and global languages. Several empirical studies conducted in different Indonesian provinces illustrate these challenges. Research concerning the Lampung language reveals that revitalization requires comprehensive educational programs, community participation, and technology-based language learning to improve language maintenance among younger speakers (Putri & Wulandari, 2025; Septianingtias et al., 2024; Yustiana et al., 2024). Similar findings have been reported in Aceh, Maluku, North Sumatra, and other regions, indicating that regional language preservation should become an integral component of national cultural development policies (Hariadi et al., 2026; Maspaitella et al., 2024; Sitompul et al., 2024).

Educational institutions have consistently been identified as one of the most influential environments for strengthening regional language revitalization because schools provide structured opportunities for systematic language transmission. Integrating regional languages into local-content curricula enables students to acquire linguistic competence while simultaneously understanding the historical, cultural, and philosophical values embedded within their local languages. Studies conducted in Indonesian educational contexts demonstrate that culturally responsive teaching methods, bilingual instruction, contextual learning resources, and teacher professional development contribute significantly to improving students' motivation and language proficiency (Sutrisno et al., 2025; Wulandari et al., 2023; Subiantoro et al., 2023). However, previous research also indicates that school-based revitalization alone is insufficient to reverse language shift if regional languages are no longer actively used within families and local communities. Educational institutions therefore need to collaborate closely with parents, community leaders, cultural organizations, and local governments to establish sustainable language-learning ecosystems that extend beyond classroom activities.

International experiences further demonstrate that successful regional language revitalization depends upon active community participation. Community-based revitalization initiatives encourage indigenous communities, families, traditional leaders, artists, and cultural organizations to maintain language use through storytelling, oral literature, traditional ceremonies, local festivals, and intergenerational communication. Such activities strengthen both linguistic competence and cultural identity because language is learned within authentic sociocultural contexts rather than solely through formal instruction. Studies from Europe, Southeast Asia, and other multilingual regions consistently report that bottom-up approaches generate stronger public commitment and long-term sustainability than revitalization programs relying exclusively on governmental intervention (Perley, n.d.; Annet, 2024; Augustyniak-Żmuda, 2025). Similarly, Rajagukguk et al. (2022) emphasize that community empowerment increases collective responsibility for preserving endangered languages, while Patria and Merdeka (2023) argue that creative cultural activities encourage younger generations to perceive regional languages as valuable components of their contemporary identities rather than as relics of the past.

The rapid development of digital technology has also transformed the landscape of regional language revitalization. Advances in information and communication technologies provide new opportunities for documenting, teaching, disseminating, and promoting regional languages through digital platforms that are familiar to younger generations. Digital dictionaries, electronic corpora, mobile applications, podcasts, audiovisual archives, social media, and artificial intelligence have increasingly been adopted to support language learning and preservation. Studies conducted by Susanti (2025), Hariadi et al. (2026), and Mi (2025) demonstrate that digital technologies not only facilitate language documentation but also increase public engagement by making regional languages more accessible in contemporary communication environments. Likewise, Augustyniak-Żmuda (2025) argues that digital documentation contributes to preserving regional linguistic variants while simultaneously strengthening local identity. These findings indicate that technology should no longer be regarded merely as a supporting instrument but as a strategic component of sustainable language revitalization, particularly in societies experiencing rapid digital transformation.

Besides educational and technological dimensions, government policy remains a determining factor in ensuring the continuity of regional language preservation programs. Effective language revitalization requires legal protection, institutional commitment, adequate financial support, and collaboration among governmental agencies, educational institutions, universities, and local communities. Comparative studies across several countries indicate that comprehensive language policies create favorable conditions for expanding the domains of regional language use in education, public services, cultural activities, and digital communication (Huang, 2025; Huszka et al., 2025). In Indonesia, revitalization initiatives have increasingly emphasized cross-sector collaboration involving local governments, educational institutions, and cultural organizations. Studies conducted by Maspaitella et al. (2024), Sitompul et al. (2024), and Yustiana et al. (2024) reveal that policy support significantly enhances the implementation of school-based revitalization programs, language documentation, teacher training, and community-based cultural activities. These findings suggest that institutional commitment is essential for ensuring the sustainability of language revitalization beyond short-term educational interventions.

Although previous studies have substantially contributed to understanding language preservation and revitalization, the existing literature generally focuses on specific dimensions of the issue. Several studies primarily investigate curriculum development and educational strategies (Subiantoro et al., 2023; Sutrisno et al., 2025), whereas others emphasize community participation (Rajagukguk et al., 2022; Patria & Merdeka, 2023), policy implementation (Huang, 2025; Huszka et al., 2025), or technological innovation (Susanti, 2025; Hariadi et al., 2026). Research concerning particular regional languages, including Lampung, Acehnese, Sundanese, and Maluku languages, has also provided valuable empirical evidence

regarding local revitalization initiatives (Putri & Wulandari, 2025; Septianingtias et al., 2024; Wulandari et al., 2023; Maspaitella et al., 2024). Nevertheless, these studies commonly examine each strategic dimension independently, resulting in fragmented knowledge regarding the interaction among educational institutions, community participation, policy frameworks, and technological innovation.

The fragmentation of previous studies reveals an important research gap. There remains limited scholarly attention devoted to developing a comprehensive framework that integrates the four major dimensions of regional language revitalization into a unified conceptual model. Most previous investigations adopt sectoral perspectives that explain educational, technological, policy, or community aspects separately without examining their interdependence in sustaining regional languages. Consequently, policymakers and educational practitioners often lack an integrated reference that explains how these dimensions should be coordinated to maximize revitalization outcomes. Addressing this gap is particularly important because regional language decline is a multidimensional phenomenon that cannot be effectively mitigated through isolated interventions. A holistic analytical perspective is therefore necessary to understand how educational institutions, governments, communities, and technological innovation collectively contribute to safeguarding intangible cultural heritage.

The present study positions itself within this research gap by synthesizing findings from national and international studies to construct an integrated understanding of regional language revitalization. Unlike previous studies that primarily investigate individual revitalization strategies, this research combines evidence from thirty scholarly publications representing diverse geographical, cultural, and institutional contexts. The synthesis enables comparison of successful revitalization practices implemented in Indonesia and other multilingual societies while identifying common principles that can strengthen sustainable language preservation. This comparative perspective contributes to extending current discussions beyond descriptive analyses toward the development of a conceptual framework applicable across different sociolinguistic settings.

The novelty of this study lies in its integration of educational transformation, community empowerment, institutional support, and digital innovation into a single analytical framework for safeguarding regional languages as intangible cultural heritage. Rather than treating these dimensions as separate variables, this study demonstrates that they operate as interconnected components within a collaborative revitalization ecosystem. Educational institutions facilitate structured language transmission, communities maintain authentic linguistic practices, governments establish regulatory and financial sustainability, and digital technologies expand opportunities for language use in contemporary society. The interaction among these four dimensions represents a more comprehensive perspective than that adopted by most previous studies and provides a stronger theoretical foundation for designing evidence-based language revitalization policies.

This study is therefore expected to contribute both theoretically and practically. From a theoretical perspective, it enriches the literature on language revitalization by proposing a holistic framework that synthesizes educational, sociocultural, technological, and policy perspectives within the context of intangible cultural heritage preservation. From a practical perspective, the findings provide recommendations for governments, educational institutions, cultural organizations, researchers, and local communities regarding collaborative strategies that support sustainable regional language revitalization. Strengthening regional languages is not merely an effort to preserve linguistic diversity but also an investment in maintaining cultural identity, local knowledge systems, social cohesion, and national cultural resilience in the era of globalization.

Based on these considerations, the objective of this study is to analyze and synthesize contemporary strategies for regional language revitalization through the perspectives of education, community participation, government policy, and digital innovation. Furthermore, this study aims to formulate an integrated conceptual framework that can serve as a reference for designing sustainable language

revitalization programs. By emphasizing collaboration among multiple stakeholders, the study is expected to provide a comprehensive scientific contribution to the preservation of regional languages as an inseparable component of intangible cultural heritage and sustainable cultural development.

Methods

Research Design

This study employed a qualitative approach using a Systematic Literature Review (SLR) design to examine regional language revitalization strategies for safeguarding intangible cultural heritage. The SLR approach was selected because it enables the systematic identification, evaluation, and synthesis of scientific evidence from previous studies while minimizing subjective interpretation. Rather than generating primary empirical data, this study critically synthesized published research to identify recurring patterns, strategic dimensions, and conceptual relationships among educational transformation, community participation, institutional support, and technological innovation in regional language revitalization. This approach is appropriate for developing comprehensive scientific understanding from diverse empirical findings reported in previous studies.

Data Sources and Selection Criteria

The primary data consisted of scientific publications listed in the reference section of this article. A total of 30 scholarly publications published between 2012 and 2026 were included in the review. The literature comprised peer-reviewed journal articles, book chapters, encyclopedia chapters, research reports, and scholarly repository publications discussing regional language revitalization, language preservation, indigenous languages, endangered languages, educational strategies, language policy, community participation, digital innovation, and intangible cultural heritage.

The literature represented various geographical contexts, including Indonesia, Malaysia, Bangladesh, Poland, Ecuador, and several European countries. This diversity enabled comparative analysis of revitalization practices implemented under different sociolinguistic conditions while maintaining consistency with the research objective. Only publications directly addressing regional language preservation and revitalization were included in the analysis, whereas publications discussing unrelated linguistic topics were excluded.

Table 1. Literature Characteristics

Characteristics	Description
Research approach	Qualitative
Research design	Systematic Literature Review (SLR)
Number of publications	30
Publication period	2012–2026
Types of publication	Journal articles, book chapters, encyclopedia chapters, reports, repositories
Main topic	Regional language revitalization and intangible cultural heritage

Data Collection Procedures

The literature review followed four systematic stages to ensure transparency and analytical rigor.

Stage 1: Identification

Relevant publications were identified from the references selected for this study. Each publication was examined based on its title, abstract, keywords, publication type, and research focus to determine its relevance to regional language revitalization.

Stage 2: Screening

All identified publications were screened to ensure their alignment with the objectives of this study. Publications discussing educational innovation, language preservation, community participation, cultural heritage, digital technology, governmental policy, and regional language maintenance were retained for further analysis.

Stage 3: Eligibility Assessment

Full-text reading was conducted to identify the research objectives, methodologies, principal findings, revitalization strategies, and theoretical contributions reported in each publication. During this stage, important information relevant to the present study was extracted and organized systematically.

Stage 4: Data Extraction

Information obtained from each publication was categorized according to common analytical themes. Similar concepts were grouped together to facilitate comparative analysis across different studies and geographical contexts.

Table 2. Data Extraction Framework

Analytical Aspect	**Description**
Research context	Country or research location
Research objective	Main focus of the study
Revitalization strategy	Educational, community, policy, or technology-based approaches
Main findings	Significant research outcomes
Contribution	Relevance to regional language revitalization

Data Analysis

The extracted data were analyzed using thematic content analysis. This analytical technique was selected because it enables the identification of recurring themes across multiple studies while preserving the contextual meaning of each publication.

The analysis consisted of four consecutive stages.

The first stage involved open coding, during which important statements related to language revitalization were identified from each publication. The second stage focused on categorization, where similar codes were grouped into broader conceptual categories according to their substantive meanings. The third stage involved theme development, whereby broader categories were synthesized into dominant themes representing common revitalization strategies reported across the reviewed literature. The final stage consisted of interpretation and synthesis, in which relationships among the identified themes were analyzed to formulate an integrated conceptual framework describing regional language revitalization as a collaborative process involving educational institutions, communities, governments, and digital technologies.

The thematic synthesis consistently identified four major dimensions :

1. Educational transformation.

2. Community empowerment.

3. Government policy and institutional support.

4. Digital innovation.

These four dimensions subsequently became the analytical framework for interpreting previous studies and discussing their implications for safeguarding intangible cultural heritage.

Table 3. Dominant Analytical Themes

Theme	Analytical Focus
Educational transformation	Curriculum, pedagogy, teacher capacity, language learning
Community empowerment	Family transmission, cultural activities, local participation
Government policy	Regulations, institutional collaboration, language planning
Digital innovation	Digital media, documentation, AI, online learning

Research Trustworthiness

The credibility of the study was strengthened through source triangulation by comparing findings from publications representing different countries, publication types, and disciplinary perspectives. Consistency among previous studies was carefully examined to identify convergent and divergent findings before developing the final synthesis. Furthermore, all interpretations were derived exclusively from the publications listed in the reference section, ensuring consistency between in-text citations and the bibliography. Throughout the analytical process, the study maintained the original meanings and scientific arguments presented in each publication without introducing additional variables, modifying reported findings, or altering the conclusions of previous research.

Overall, the adopted methodology provides a systematic and transparent procedure for synthesizing current scientific evidence on regional language revitalization. The resulting conceptual framework is therefore grounded in existing scholarly literature and offers a reliable basis for discussing strategies to safeguard regional languages as an essential component of intangible cultural heritage.

Result and Discussion

The systematic review of 30 scholarly publications demonstrates that regional language revitalization is a multidimensional process requiring coordinated actions among educational institutions, local communities, governments, and technology developers. Although the reviewed studies were conducted in different sociolinguistic contexts, they consistently reveal that sustainable language revitalization cannot rely on a single intervention. Instead, successful initiatives integrate educational programs, community participation, policy support, and digital innovation into complementary strategies that reinforce one another. The synthesis also indicates that regional language preservation should be viewed not merely as linguistic maintenance but as a broader effort to safeguard intangible cultural heritage, strengthen cultural identity, and ensure intergenerational transmission of local knowledge.

The reviewed literature further shows that educational institutions remain the primary entry point for regional language revitalization. Studies conducted in Indonesia consistently emphasize the importance of integrating regional languages into local-content curricula, developing culturally responsive learning materials, improving teacher competence, and encouraging bilingual learning environments. Putri and Wulandari (2025) demonstrate that strengthening communicative learning through formal education contributes significantly to maintaining the vitality of the Lampung language. Similar findings are reported by Septianingtias et al. (2024), who identify curriculum development, multicultural education, and community involvement as important components of language maintenance in multicultural societies. Likewise, Sitompul et al. (2024), Sutrisno et al. (2025), Wulandari et al. (2023), and Subiantoro et al. (2023) conclude that educational revitalization becomes more effective when classroom instruction is integrated with cultural practices and supported by adaptive learning resources. These findings collectively indicate

that schools function not only as learning institutions but also as strategic environments for strengthening cultural awareness and intergenerational language transmission.

Table 1. Synthesis of Educational Strategies for Regional Language Revitalization

Educational Strategy	Description	Supporting References
Curriculum integration	Inclusion of regional languages in local-content subjects	Putri & Wulandari (2025); Sutrisno et al. (2025)
Culturally responsive pedagogy	Learning based on local culture and traditions	Wulandari et al. (2023); Subiantoro et al. (2023)
Teacher professional development	Improving teachers' competence in regional language instruction	Sitompul et al. (2024)
Bilingual learning	Combining regional and national languages in instruction	Septianingtias et al. (2024)
Development of learning resources	Textbooks, digital media, and contextual materials	Sutrisno et al. (2025); Subiantoro et al. (2023)

Beyond formal education, community participation emerged as another dominant strategy across the reviewed literature. The findings reveal that regional languages remain vital when communities actively use them in daily communication, cultural ceremonies, oral traditions, traditional arts, storytelling, and family interactions. Perley (n.d.) argues that language revitalization should prioritize increasing language use in everyday social life rather than focusing solely on linguistic documentation. Similar conclusions are presented by Annet (2024), who emphasizes that sustainable revitalization depends on bottom-up initiatives that empower indigenous communities to become the principal actors in language preservation. Rajagukguk et al. (2022) further demonstrate that community engagement strengthens public awareness of linguistic heritage while fostering collective responsibility for language maintenance. Creative cultural activities, including oral literature performances, festivals, and intergenerational storytelling, also contribute to increasing young people's interest in learning regional languages (Patria & Merdeka, 2023). These findings suggest that community participation complements formal education by providing authentic sociocultural contexts in which regional languages continue to function naturally.

Table 2. Community-Based Revitalization Strategies Identified in Previous Studies

Community Activity	Expected Contribution	Representative Studies
Family language transmission	Strengthens intergenerational communication	Perley (n.d.); Annet (2024)
Storytelling traditions	Preserves oral heritage and cultural identity	Hariadi et al. (2026); Patria & Merdeka (2023)
Cultural festivals	Increases public participation and language visibility	Rajagukguk et al. (2022)
Traditional ceremonies	Maintains authentic language use	Augustyniak-Żmuda (2025)
Community literacy programs	Encourages language learning across generations	Maspaitella et al. (2024)

Another prominent finding concerns the strategic role of government policy and institutional collaboration. Almost all reviewed studies indicate that revitalization programs become more sustainable when supported by comprehensive language policies, legal recognition, financial assistance, curriculum regulation, and institutional cooperation among government agencies, universities, schools, and cultural organizations. Huang (2025) argues that policy integration creates a supportive environment in which lifelong education, community participation, and cultural preservation reinforce one another. Similarly,

Huszka et al. (2025) report that comparative experiences in Indonesia and Malaysia demonstrate the effectiveness of government-supported language revitalization programs in improving intergenerational language transmission. Within Indonesia, regional governments increasingly implement revitalization initiatives through educational reform, language documentation, teacher training, and collaboration with cultural institutions (Yustiana et al., 2024; Maspaitella et al., 2024). These institutional efforts significantly enhance the continuity of language preservation beyond isolated community initiatives.

Table 3. Government and Institutional Support for Regional Language Revitalization

Institutional Strategy	Implementation	Supporting Studies
Language policy	Legal protection and planning	Huang (2025); Oeter (2018)
Government revitalization programs	Educational and cultural collaboration	Huszka et al. (2025); Yustiana et al. (2024)
Language documentation	Preservation of linguistic resources	Maspaitella et al. (2024)
Institutional partnerships	Collaboration among schools, universities, and communities	Sitompul et al. (2024); Putri & Wulandari (2025)
Funding support	Sustainability of revitalization programs	Huang (2025)

The final dominant theme identified through the literature synthesis is digital innovation. Contemporary revitalization initiatives increasingly integrate digital technologies into language learning, documentation, and dissemination. Mobile applications, digital dictionaries, audiovisual archives, artificial intelligence, podcasts, and social media platforms have expanded opportunities for younger generations to access and use regional languages in daily life. Susanti (2025) emphasizes that technology-based revitalization strengthens educational accessibility while increasing learner engagement. Hariadi et al. (2026) demonstrate that oral literature delivered through digital communication media effectively promotes regional language use among adolescents. Likewise, Mi (2025) highlights the importance of multimodal digital documentation for preserving dialect diversity and strengthening regional identity. These findings indicate that digital innovation functions as a catalyst connecting educational institutions, communities, and governmental initiatives within a modern revitalization ecosystem.

Overall, the synthesis of the reviewed literature demonstrates that the effectiveness of regional language revitalization depends on the interaction among four interconnected strategic dimensions: educational transformation, community empowerment, institutional support, and digital innovation. Rather than functioning independently, these dimensions complement one another in strengthening language transmission, expanding language use, reinforcing cultural identity, and ensuring the sustainability of regional languages as an integral component of intangible cultural heritage. The following section discusses the interrelationships among these strategic dimensions and proposes an integrated conceptual framework for regional language revitalization.

The findings indicate that regional language revitalization should be understood as a collaborative and multidimensional process rather than a series of isolated preservation activities. The reviewed literature consistently demonstrates that educational institutions, local communities, governments, and digital technology each contribute distinct yet complementary functions in sustaining regional languages. This finding supports the argument of Perley (n.d.), who states that revitalization should prioritize increasing the actual use of endangered languages within everyday social interaction rather than limiting efforts to documentation. Similarly, Oeter (2018) emphasizes that regional languages are inseparable from intangible cultural heritage because they preserve historical memory, cultural identity, traditional knowledge, and local values. Consequently, revitalization programs should integrate linguistic, educational, cultural, and institutional dimensions into a coherent long-term strategy.

The first strategic dimension identified in this review is educational transformation. The reviewed studies consistently reveal that schools function as the primary institutions responsible for strengthening intergenerational language transmission. Curriculum integration, bilingual instruction, contextual learning materials, and teacher professional development collectively enhance students' linguistic competence and cultural awareness (Putri & Wulandari, 2025; Septianingtias et al., 2024; Sutrisno et al., 2025). Nevertheless, educational programs alone cannot ensure sustainable language maintenance because language acquisition also depends on opportunities for authentic communication outside formal classrooms. Therefore, schools should collaborate with families, traditional leaders, universities, and cultural organizations to establish learning environments that encourage the continuous use of regional languages in everyday life. Such collaboration strengthens the relationship between formal education and community-based language practices, thereby improving the effectiveness of revitalization initiatives.

The second strategic dimension concerns community empowerment. Across different geographical contexts, community participation consistently emerges as the foundation of successful language revitalization. Families, indigenous communities, artists, cultural organizations, and traditional leaders play a central role in maintaining language use through storytelling, oral traditions, traditional ceremonies, local festivals, and intergenerational communication (Annet, 2024; Rajagukguk et al., 2022; Patria & Merdeka, 2023). Unlike formal educational settings, community-based activities enable language to function naturally within its cultural context, thereby strengthening emotional attachment and cultural identity among younger generations. These findings indicate that revitalization programs become more sustainable when communities are positioned as active partners in language preservation rather than merely as beneficiaries of government policies.

Government policy represents the third strategic dimension identified in this study. The reviewed literature demonstrates that comprehensive language policies create institutional environments that support long-term revitalization through curriculum development, teacher training, language documentation, funding mechanisms, and cross-sector collaboration (Huang, 2025; Huszka et al., 2025). Indonesian experiences further illustrate that cooperation among local governments, educational institutions, universities, and cultural organizations significantly improves the implementation of regional language revitalization programs (Yustiana et al., 2024; Maspaitella et al., 2024). These findings suggest that institutional commitment is essential for transforming revitalization from temporary projects into sustainable public policies capable of preserving linguistic diversity across generations.

The final strategic dimension is digital innovation. Advances in information and communication technologies have expanded opportunities for regional language preservation by providing accessible and attractive learning environments for younger generations. Digital dictionaries, mobile applications, online learning platforms, audiovisual archives, podcasts, and artificial intelligence facilitate language documentation while simultaneously increasing language visibility within contemporary communication ecosystems (Hariadi et al., 2026; Susanti, 2025; Mi, 2025). The reviewed studies indicate that technology should no longer be considered merely a supplementary instrument but rather an integral component of regional language revitalization. Digital platforms extend language use beyond traditional cultural spaces, support flexible learning, and strengthen collaboration among educational institutions, communities, and policymakers.

The present study contributes to the literature by proposing an integrated conceptual framework that synthesizes findings from thirty scholarly publications into a unified analytical model. Previous studies generally examined educational strategies, community participation, language policy, or technological innovation separately. In contrast, this study demonstrates that successful revitalization depends on the interaction among all four dimensions. This integrated perspective represents the principal novelty of the research because it explains regional language revitalization as a collaborative ecosystem involving governments, educational institutions, communities, researchers, and technology developers.

From a practical perspective, the findings suggest several implications. First, policymakers should formulate sustainable language policies supported by long-term funding, curriculum development, and institutional collaboration. Second, educational institutions should strengthen culturally responsive language instruction and integrate regional languages across learning activities. Third, communities should continue preserving traditional language practices through family communication, cultural festivals, oral literature, and indigenous ceremonies. Finally, digital technology developers should collaborate with linguists and cultural organizations to produce innovative learning media capable of increasing young people's participation in regional language preservation. The integration of these stakeholders is expected to strengthen linguistic diversity while safeguarding regional languages as an essential component of intangible cultural heritage.

Conclusion

This study demonstrates that regional language revitalization is a multidimensional process that requires the integration of educational, sociocultural, institutional, and technological strategies to ensure the sustainability of intangible cultural heritage. The systematic review of thirty scholarly publications indicates that successful revitalization cannot rely on a single intervention but instead depends on the complementary roles of educational institutions, local communities, governments, and digital technologies. Educational transformation strengthens intergenerational language transmission through curriculum integration, culturally responsive pedagogy, teacher capacity development, and the provision of contextual learning resources. At the same time, community participation reinforces the daily use of regional languages through family communication, oral traditions, cultural festivals, storytelling, and other community-based activities that preserve cultural identity and local wisdom.

The review also highlights the strategic importance of government policy in establishing an enabling environment for language revitalization. Institutional commitment through language planning, legal protection, educational regulations, financial support, and cross-sector collaboration enhances the sustainability of revitalization programs. Furthermore, technological innovation has expanded opportunities for language learning, documentation, and dissemination through digital dictionaries, mobile applications, social media, audiovisual archives, and artificial intelligence, thereby increasing the accessibility and attractiveness of regional languages among younger generations.

The principal contribution of this study is the formulation of an Integrated Regional Language Revitalization Framework, which positions educational transformation, community empowerment, government policy, and digital innovation as interconnected dimensions within a collaborative revitalization ecosystem. This framework extends previous studies by providing a holistic perspective on safeguarding regional languages as an integral component of intangible cultural heritage. Rather than functioning independently, these four dimensions reinforce one another in strengthening language vitality, cultural continuity, and intergenerational knowledge transmission.

Practically, the findings provide evidence-based recommendations for policymakers, educational institutions, researchers, and cultural organizations to strengthen collaborative language revitalization initiatives. Sustainable preservation of regional languages requires long-term institutional commitment, active community participation, innovative educational practices, and adaptive digital technologies. Future research is recommended to validate the proposed conceptual framework through empirical investigations involving specific regional language communities and diverse sociolinguistic contexts. Such studies will contribute to a deeper understanding of the factors influencing the long-term effectiveness of regional language revitalization while supporting broader efforts to preserve linguistic diversity and cultural heritage in an increasingly globalized world.

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