

REVIEWER'S REPORT

Manuscript No.: IJAR-53338

Date: 16-08-2025

Title: IMPLEMENTING A PROVERB-BASED LANGUAGE LEARNING MODEL TO BUILD STUDENTS' CHARACTER

Recommendation:

Accept as it isYES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			✓	
Techn. Quality			✓	
Clarity			✓	
Significance		✓		

Reviewer Name: Shafiya Akhter

Reviewer's Comment for Publication.

Content Review:

The manuscript addresses the intersection of language learning, cultural preservation, and character education. It explores the use of local proverbs, particularly those from the Tombulu language of Minahasa, as a pedagogical tool in English teaching and learning. The research situates itself in the context of the digital era, where the accessibility of global information challenges local languages and identities. By focusing on proverb-based instruction, the study highlights both linguistic and moral dimensions of education.

The abstract succinctly outlines the study's objectives, methodology, and findings. It emphasizes the role of Tombulu proverbs in motivating students to learn English while simultaneously reinforcing appreciation for their local language and cultural heritage. The results underscore two significant outcomes: increased enthusiasm for learning English through

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culturally rooted content and a positive impact on students' character development through discussions of values embedded in proverbs.

The introduction establishes a strong rationale by linking the broader challenges of character education in modern schooling to the potential of culturally grounded pedagogical approaches. It references prior research demonstrating the connection between character education, ethical values, and academic achievement, situating the study within a relevant scholarly framework. The discussion of character building as a deliberate, coordinated process within educational institutions provides a clear backdrop for the study's focus on integrating local cultural content into language instruction.

Methodologically, the paper employs a qualitative approach, using observations and interviews as its primary tools for data collection. This design aligns well with the study's emphasis on understanding students' perceptions, motivations, and experiences. The findings reflect genuine student engagement, highlighting the dual benefits of cultural preservation and character education within an English learning environment.

Overall Assessment:

The manuscript presents a well-structured exploration of proverb-based learning as a culturally embedded model for character education. By drawing from the Tombulu language and its proverbs, the study bridges local cultural values with global educational goals, particularly in the teaching of English. The findings contribute to ongoing discussions on integrating character building, language learning, and cultural preservation in a holistic educational framework.