

## LANGUAGE ATTITUDES AND INDONESIAN LANGUAGE LEARNING IN HIGHER EDUCATION: A RELEVANT STUDY

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### ABSTRACT

This research aims to explore language attitudes and Indonesian language learning in higher education. The design of this research is a literature review or literature review. A literature review is a description of theories, findings and other research materials obtained from reference materials as a basis for research activities. A literature review contains reviews, abstracts and the author's thoughts from various library sources (articles, books, slides, Internet information) about the topic in question. The Indonesian language course is one of the higher education courses designed to train students to acquire Indonesian language skills, especially academic writing and scientific presentations as a means of learning science. Indonesian is designed to improve students' ability to speak Indonesian fluently and accurately, because it can be an indicator of students' sense of nationalism as Indonesians. In addition, the course aims to cultivate students' skills in structuring and conveying ideas or concepts to facilitate ongoing dialogue and ensure efficient dissemination and management of knowledge.

**Keywords:** Attitude, Indonesian, Higher Education

### INTRODUCTION

A language used as a unifying language for the nation in the unitary state of the Republic of Indonesia is Indonesian, where this language is used as an aspect of communication within society. Indonesian must also be studied and developed by all members of society in order to create good communication and interaction in the community (Ultimate, 2024). Learning Indonesian can strengthen Indonesian people to be able to use Indonesian as their everyday language in interaction and communication (Siregar, 2023).

Learning Indonesian is a mandatory learning at the education level, because Indonesian is an official language used in communicating and interacting within society in the unitary state of the Republic of Indonesia. According to Moon, (2019) Indonesian is a national language which is used as a symbol of pride and a symbol of the identity of the Indonesian nation which can be used as a tool to unify the nation and a means of communication between cultures in a region. Based on this opinion, it can be concluded that Indonesian is the official language of the unitary state of the Republic of Indonesia which can be used in interaction or communication in the community. It is very important to study Indonesian in educational units because Indonesian has a dual function, including as a symbol of the country's nationality because the Indonesian people can be widely used and highly respected and also as a symbol of national identity and a tool that unites the entire country. Indonesian can be used by different language groups so they can communicate with each other.

Learning activities have a role in achieving national education goals, so that they become the foundation in the field of education. In higher education, Indonesian language courses are mandatory general subjects for students. This course is especially emphasized at the beginning of the semester when students enter university. The Indonesian language course aims to improve students' ability to speak Indonesian fluently and accurately, because it can be an indicator of the student's level of nationalism as an Indonesian citizen (Fuadin, 2016). Apart from that, this Indonesian language subject also aims to improve students' skills in conveying ideas or concepts to other parties so as to create sustainable interaction and produce a knowledge transfer or management activity that runs well.

As a teaching material, Indonesian language learning must be taught and explained in detail based on the learning topic by paying attention to the characteristics and standard requirements of the language both orally and in writing so that Indonesian can strengthen science and culture which functions as a modern language. According to Amaliyah, (2022) Indonesian, which is used as a tool for teaching, reasoning and self-development in an educational environment, must have special characteristics that enable it to effectively and efficiently carry out its role as a communication tool. This requires the ability to convey information in an appropriate manner, encompassing a wide range of connotations.

Good and correct use of Indonesian carries different logical implications depending on the specific situation and conversation context. In formal scenarios, correct use of Indonesian should be prioritized, and often following standard language norms. However, there are some instances where compliance with these norms may pose challenges. Deliana, (2019) is the emergence of linguistic symptoms, for example the interference of slang that is not intentionally used in the official variety of Indonesian. This means his Indonesian is bad. Therefore, a good understanding of Indonesian is very much needed in communicating and interacting between people and can strengthen good family relationships between nations. Indonesian can also instill positive attitudes, namely language loyalty and awareness of linguistic norms.

## **METHOD**

This research uses a literature review or literature review research design. A literature review is a theoretical explanation and can be used as research material to serve as a basis for research activities (Novia, 2023). The literature review contains adequate reviews, summaries, current affairs that contain theoretical reviews and literature reviews to be used as reference material in conducting the review.

### **Search Strategy**

This research uses methods obtained based on research journal databases and internet searches in the form of Google Scholar, Garuda and other databases. In the search, this article contains keywords that can be used to include data collection, namely "Language Attitudes and Indonesian Language Learning in Higher Education".

### **Inclusion Criteria**

Based on the results of a search for a literature review which contains many articles, criteria are needed that can conclude various articles that can strengthen the research carried out. The inclusion criteria table is depicted as follows:

Table 2. Inclusion Criteria

<b>CRITERIA</b>	<b>INCLUSION</b>
Period	5 years
Language	English and Indonesian
Text availability	Full Text

## **RESULTS AND DISCUSSION**

The development of students' social and emotional skills is greatly influenced by language. The aim of language education is to equip students with the ability to communicate effectively in society. Learning Indonesian covers various aspects, including listening, speaking, reading, and most importantly, writing skills (Septin et al., 2018) which states that writing is a challenging and complicated skill. Writing proficiency requires a variety of skills, such as grammar, content expression, style, mechanics, and decision making. Given the complexity of these requirements, writing must be done with dedication and commitment to study and practice. Strengthened by opinion Dewi, (2017) stated that writing can not only produce a work that contains thoughts, but writing can improve the ability to express ideas or knowledge and life experiences that can be written in a work. Therefore, writing is not only a simple activity but can improve a person's skills in expressing ideas they have. If students are able to master writing competency then students can have other language skills.

### **Language Attitudes**

Attitude is a form of perception towards an activity that an individual sees or participates in. The manifestation of attitudes can be observed from individual behavior patterns or activities, whether they agree or not, reject or accept the education taught by the teacher (Dayani, 2020). Students' religious attitudes vary, some are very caring and enthusiastic about practicing their religion, some are indifferent, some even don't care at all. Differences in students' attitudes depend on their level and religious knowledge. Attitude is one of the factors that can be used to judge someone. In terms of attitude, a person can be good or mature or childish, simple or luxurious, noble or commoner. Attitude can also be explained as a human condition that acts in social activities with certain emotions to react to certain situations.

Riasning, Datrini, and Putra (2017) stated that attitude is only a factor that does not influence the determination of behavior. This statement is supported by Dillyana (2019) stated that attitudes are not determined by behavior. Chaer (2004) suggests that behavior can be determined by four main factors, namely attitudes, social norms and habits and consequences that can influence this behavior. Marsudi and Zahrok (2015) suggests that habits are a factor that can influence attitudes. Based on this description, it can be concluded that attitude is an action that can stimulate behavior in an individual.

The number of Indonesian speakers has increased based on calculations that 92% of the Indonesian population is able to use Indonesian in their daily lives. The high number of Indonesian speakers does not mean that Indonesian is an official language. In the use of Indonesian there are two problems, namely negative language attitudes and the use of Indonesian which is influenced by English.

Language attitudes are the linguistic positions, perceptions and actions of the speaking community towards the language they master (Dalimunte, 2017). The idea of language attitudes is an important understanding of the concept of speech community. Language attitudes can be positive or negative. Positive language attitudes will be followed by positive actions, while negative language attitudes will also be followed by negative actions. During the New Order era, many upper middle class groups emerged in the Indonesian economic sector. This elite group, most of whom have a strong economic background and a higher level of education, have very prestigious English language skills, and a person's status in society, so they intentionally or unintentionally insert words into the conversation. This sociolinguistic phenomenon is called language contact. Badawi (2020) defines this phenomenon as a sociolinguistic situation in which one or more languages are used simultaneously or mixed with other languages. This phenomenon continues to occur today and has even spread to other aspects of life since globalization occurred in the world.

According to KBBI (2023) Language attitude is a mental position or feeling towards one's own language or the language of others. According to the statement Ntelu et al. (2022) suggests that language attitudes depend on how language is processed, including attitudes towards language planning and effort. Language attitudes are directly related to attitudes towards language choices and definitions. Language attitudes emphasize awareness of the orderly use of language (Sukardi, 1986). Mansyur (2018) divides attitudes into two types, namely verbal and nonverbal attitudes, such as political, social, aesthetic and religious attitudes, towards beliefs or perceptions about. A linguistic attitude is a relatively long-standing belief or perception, partly about language, partly about linguistics, that directs a person in a particular way that interests them. Garvin and Mathiot (in, Wardani, Gosong, and Artawan 2013) put forward three characteristics of language attitudes, including;

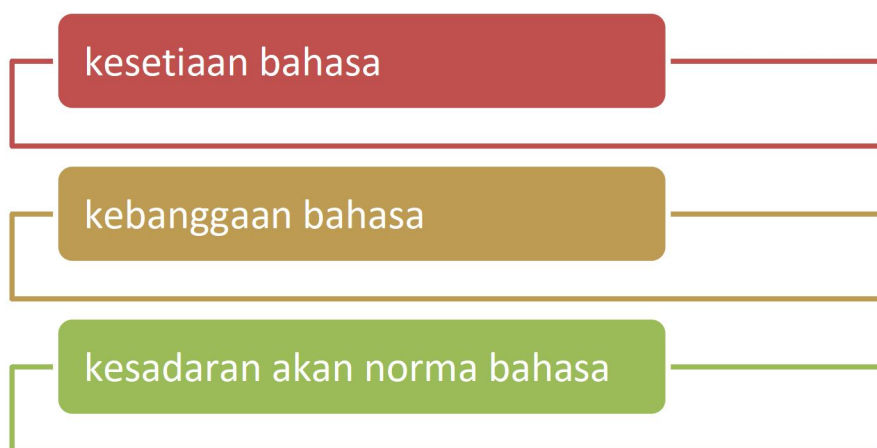


Figure 1. Characteristics of Language Attitudes

### Positive Attitudes in Indonesian

Language attitude is a mental position or feeling towards one's own language or the language of others (Sobara & Ardiyani, 2013). Linguistic attitudes are factors that support the role and position of the Indonesian language as a factor in strengthening national identity. Positive attitudes towards Indonesia need to continue to be improved. Linguistic attitudes contain a unity between practical attitudes and respectful attitudes as well as attitudes that follow national agreements regarding the role and position of the Indonesian language. This is appropriate, equal and strengthens the attitude of solidarity in advancing, maintaining and strengthening the honor and self-esteem of the Indonesian nation and state through the Indonesian language.

Positive Attitude in Indonesian is the use of Indonesian in accordance with linguistic rules and depending on the linguistic situation (Hidayatullah, 2019). This mandatory language attitude is realized through various efforts, including increasing the sense of pride in owning and using Indonesian in various fields and bringing benefits to all levels of society. groups, classes and Indonesian society, avoid using too many foreign words. or outside regulations and policies. Avoid using too much foreign language, perhaps because the equivalent already exists in Indonesian or so that it doesn't interfere with good communication.

Apart from that, too much use of foreign languages or outside the environment and demands, is an insult to the role and status in the development of the Indonesian language, weakens the development of the national vision, as well as the frequency of the habit of using Indonesian in Indonesian. every opportunity and activity, both formal and informal. From a

psychological point of view, education is obtained not only through formal education and training, but also through the habit of continuing to use it in society and family.

The preparation and real role of language in social, national and state life requires a sense of love and pride in having Indonesian. The feeling of pride in being an Indonesian is associated with the reflection and expression of love for the country, love for Indonesian culture, and love for the values and standards of the entire nation. life of Indonesian society and state. The Indonesian nation occupies a place of honor in national and state life. The position of Indonesian is the national language of the country. Therefore, we hope that conditions for the use of the Indonesian language must be improved in order to create an atmosphere that supports the formation of a positive attitude towards the Indonesian language. Astuti, (2019) the formation of linguistic attitudes, especially linguistic honesty, which encourages speakers of a language to defend their language and, if necessary, prevent the influence of other languages. Language pride encourages people to develop their language and use it as a symbol of community identity and solidarity.

Attitude can be thought of as the tendency to give a response after evaluating the attitude object (Pitoewas, 2018). This reaction tendency is manifested in the form of feelings of support or feelings of displeasure towards the target. This emotional response occurs after someone receives a stimulus given to them. In other words, the concept of attitude can be considered as the consistency of responses to stimuli. These responses can be classified into three types, namely cognitive responses, affective responses, and affiliative responses (Marsudi & Zahrok, 2017). Therefore, attitudes cannot be observed directly, but must be determined through analysis of visible behavior, based on both verbal and nonverbal observations. The formation of a positive attitude towards the Indonesian language which can protect and maintain the identity and cultural sovereignty of the Indonesian nation.

### **Indonesian Language Learning Objectives**

Indonesian is the national or official language. Competency standards for Indonesian language subjects aim at the essence of language learning, namely learning a language is learning to communicate and learning literature is learning to respect others and their humanity (Misriani et al., 2023). Indonesian language learning aims to improve students' ability to communicate in Indonesian, both verbally and in writing, as well as fostering an appreciation of human creativity (Jenny, 2017).

Language is one of the cultural products that must be studied and taught (Rahayu, 2018). The culture of a nation can be formed, maintained, developed, and passed on to future generations through language. Language allows humans to think about problems in an orderly, continuous and lasting manner, but without language humans cannot develop well. Teaching Indonesian is essentially a way to target and develop Indonesian. Therefore, through the language teaching process it is hoped that students will have sufficient ability to use Indonesian well and correctly.

In teaching or in the teaching and learning process, act as a director and actor. This means that teachers have the duties and responsibilities of planning and implementing teaching at school. Teachers as professionals must have a number of abilities to apply various learning theories, various teachings, the ability to choose and apply effective and efficient teaching methods, the ability to involve students in active participation and the ability to create a learning environment that supports the achievement of educational goals.

This is not an exception for Indonesian language teachers because it cannot be denied that Indonesian is a subject that has an important role in the world of education. In general, the function and purpose of learning Indonesian is as a means (Anna, 2016).



Figure 2. Indonesian Language Learning Objectives

The main purpose of studying Indonesian in college is not simply to pass the Indonesian language course exam. Instead, students are expected to be proficient in communicating effectively and accurately using Indonesian. They receive guidance in mastering various aspects of language skills to improve their understanding and experience in everyday communication. The focus of Indonesian language education at the tertiary level is to improve students' oral and written communication skills. This includes improving language skills, understanding and use of the Indonesian language itself.

## CONCLUSION

Language attitudes, also referred to as language views, are a topic of interest in fields such as anthropology (especially linguistic anthropology), sociolinguistics, and cross-cultural studies. They include beliefs regarding the use of language in social interactions. Language ideology, on the other hand, is concerned with the concept of language itself, as well as the individuals who speak it and the discursive practices they follow. Similar to other ideologies, language ideologies are shaped by political and moral tendencies, and evolve within a particular cultural framework.

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