



The Influence of language Policy on Indonesian Language in Secondary School and Teacher Perception

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Keywords	Abstract
Language Policy, Indonesian, Education, Teacher Perception	<i>This study aims to analyze the influence of language policy on Indonesian language teaching in secondary schools and teachers' perception of the policy. Language policy plays an important role in shaping the curriculum and teaching methods, especially in Indonesian subjects which have a central role in the formation of national identity. This research method uses a qualitative approach. by combining surveys and in-depth interviews to explore teachers' views on language policy and its application in daily learning. The results showed that most teachers responded positively to the policy, despite challenges in implementation, such as a lack of training and resources. These findings provide important insights for policymakers to improve language policies and provide better support for teachers in implementing these policies.</i>

1. INTRODUCTION

Indonesian has a strategic role in the education system in Indonesia, not only as a language of instruction, but also as a symbol of national identity and a tool to unify the nation (Gozali et al., 2021). As the official language of the country, Indonesian is used at various levels of education, from elementary school to university, with the aim of forming good and correct language skills in students. Teaching Indonesian in schools focuses on developing literacy skills, such as reading, writing, speaking, and listening, all of which are essential for students' academic success (Boy Jon et al., 2021). In addition, Indonesian is also considered a medium to strengthen national and cultural insights, considering the importance of language in building social cohesion and national pride.

In the context of the curriculum, Indonesian not only functions as a subject, but also as a means to teach cultural, moral, and national values (Alimuddin et al., 2023). Through Indonesian language teaching, students are invited to understand local and national literature, enrich vocabulary, and learn grammar rules in accordance with national standards. This makes the Indonesian language an important instrument in educating the nation's life, as well as preparing the young generation to actively participate in the global community while still upholding national identity. Thus, Indonesian language teaching plays a key role in education, both as a means of communication and as a character builder for students (Liando & Tatipang, 2022).

Language policy in the education system in Indonesia aims to strengthen the role of Indonesian as the main language of instruction in the teaching and learning process. The

government through the Ministry of Education and Culture has established rules and guidelines that ensure that Indonesian is used at all levels of education, from elementary schools to universities (Lomi & Mbato, 2021). This policy not only regulates the use of Indonesian as the language of instruction, but also emphasizes the importance of Indonesian lessons as a compulsory subject that includes reading, writing, speaking, and listening skills. The goal is to form a generation that has good literacy skills, as well as understand and appreciate culture and national identity (Puspitasari et al., 2021).

The implementation of language policy in the education system also reflects the government's commitment to maintaining national unity through language (Diem & Abdullah, 2020). In the midst of the challenges of globalization and technological developments, this language policy aims to strengthen the position of the Indonesian language as a tool of scientific and cultural communication, without ruling out the learning of foreign languages. However, challenges in the implementation of this policy include the imbalance in the quality of education between regions, the lack of resources in some regions, and the lack of training for teachers in implementing the policy effectively (Suprpto et al., 2021). This language policy requires strong support in the form of improving the quality of teaching, developing relevant curricula, and providing adequate resources so that the goals of Indonesian learning can be achieved optimally.

Teachers' perceptions play an important role as implementing agents in the successful implementation of language policies in schools (Herminingsih & Jazeri, 2020). Teachers are at the forefront of translating government policies into everyday teaching practices, so their views on language policies greatly affect the effectiveness of their implementation. If teachers have a positive perception of the policy, they are more likely to implement it with strong commitment and innovation in the learning process (Solikhah & Budiharso, 2020). Conversely, if their perception of the policy is negative or critical, this can have an impact on resistance in implementation, which can ultimately hinder the achievement of policy goals. Therefore, understanding teachers' perceptions is an important key to identifying supports and obstacles in the implementation of language policies (Sukenti et al., 2020).

In addition, teachers' perceptions are also related to their readiness to face the challenges that arise from new policies. Teachers who feel supported through training, resources, and clear direction tend to be more confident in adopting these policies in Indonesian language teaching (Torres, 2021). However, without adequate support, teachers' perceptions of policies can turn into skepticism, especially if they find the policies difficult to implement in the context of their classrooms. As such, understanding and considering teacher perceptions is critical for policymakers to design appropriate interventions, such as the provision of advanced training, support resources, and open dialogue between teachers and policymakers, in order to achieve national education goals (Katemba, 2020).

Research conducted by Asrori (2018) revealed that language policies implemented by the government often experience difficulties in the implementation stage due to a lack of understanding and support from teachers. The study found that teachers who were less involved in policy formulation tended to have a negative perception of the policy, so they were less motivated to implement it optimally. In addition, the study also shows that policies that

are not accompanied by adequate training or socialization often cause confusion among teachers, which ultimately affects the quality of teaching in the classroom.

Another research by Santoso (2020) highlights the importance of structural and professional support for teachers in implementing language policies in schools. The study found that teachers who received intensive training on language policies, as well as support in the form of relevant teaching materials, had a more positive perception of the policy. These teachers feel more prepared and confident in implementing language policies in learning, which ultimately improves the quality of Indonesian language teaching in secondary schools. These findings emphasize the importance of participatory and sustainable policy formulation, where teachers are actively involved in policy formulation and adequate supporting facilities are provided for policy implementation in the field.

2. RESEARCH METHODS

This study uses a qualitative approach to explore teachers' perceptions of the influence of language policy on Indonesian language teaching in secondary schools. The qualitative approach was chosen because it provides space for researchers to deeply understand the views, attitudes, and experiences of teachers in the context of implementing language policies in the field. The research subjects consisted of Indonesian teachers in several secondary schools who were selected using the purposive sampling technique, with the criteria of teachers who have at least five years of teaching experience and are directly involved in the implementation of language policies. Data collection was carried out through in-depth interviews to identify how teachers understand and implement the policy in the daily learning process.

The data obtained was analyzed using a thematic analysis method, where the researcher would identify the key themes that emerged from the interview. The analysis process begins with data transcription, followed by coding to group the data according to themes related to teacher perceptions, such as policy understanding, implementation challenges, and institutional support. Through this analysis, the researcher seeks to get an in-depth picture of teachers' experiences in implementing language policies, as well as the factors that affect the success or failure of its implementation in secondary schools. The results of this qualitative analysis are expected to provide important insights to improve language policies and provide more relevant recommendations for education practitioners.

3. RESULTS AND DISCUSSION

Teachers' Understanding of Language Policy

Understanding language policy is crucial for teachers, as it directly impacts their approach to teaching and the educational environment in which they operate. Teachers' understanding of language policy encompasses their knowledge of governmental regulations, curriculum guidelines, and the pedagogical frameworks that inform their teaching practices. In the context of Indonesia, where the national language plays a vital role in promoting unity and identity (Pribudhiana et al., 2021), teachers must navigate a landscape that is not only shaped by formal policies but also by their own beliefs and experiences. A comprehensive

understanding of language policy allows teachers to effectively align their teaching strategies with national goals, thereby enhancing students' language proficiency and overall academic performance.

Teachers often acquire their understanding of language policy through various channels, including formal training, workshops, and professional development programs. These platforms provide teachers with essential information regarding the objectives and implications of language policies, enabling them to integrate these principles into their teaching (Komara & Tiarsiwi, 2021). However, research indicates that there can be discrepancies between the intended objectives of language policies and teachers' interpretations of these guidelines. Factors such as regional differences, personal beliefs, and previous educational experiences can influence how teachers comprehend and apply language policies in their classrooms. This highlights the necessity for ongoing support and resources to ensure that teachers fully grasp the complexities of language policy and its relevance to their teaching.

Moreover, teachers' understanding of language policy is critical for fostering an inclusive classroom environment that respects linguistic diversity. In Indonesia, where numerous regional languages coexist alongside Bahasa Indonesia, teachers must navigate the challenges of implementing a national language policy while also acknowledging the cultural and linguistic backgrounds of their students. This balance is essential for creating an educational atmosphere where all students feel valued and engaged (Lestariyana et al., 2020). Teachers who are well-informed about language policy are better equipped to promote multilingualism and to encourage students to appreciate their linguistic heritage while developing proficiency in the national language (Putri et al., 2020).

Teachers' understanding of language policy also significantly impacts their pedagogical choices and the materials they select for instruction. When teachers possess a clear comprehension of language policy, they are more likely to choose resources that align with national standards and to design lessons that reflect the goals of the curriculum. Conversely, a lack of understanding may lead to the use of outdated or inappropriate materials, hindering students' language development. Therefore, providing teachers with access to updated resources and continuous training on language policy is essential for ensuring that instruction remains relevant and effective in meeting students' needs (Munandar & Newton, 2021).

Furthermore, teachers' perceptions of language policy can influence their motivation and engagement in implementing these policies within their classrooms. If teachers view language policy as a supportive framework that enhances their teaching, they are more likely to embrace and actively apply it. On the other hand, if they perceive these policies as restrictive or disconnected from their classroom realities, they may resist or adapt them in ways that undermine their intended goals. Understanding the factors that shape teachers' perceptions of language policy is crucial for policymakers and educational leaders who aim to foster a positive attitude toward language initiatives in schools (Lie et al., 2020).

In conclusion, teachers' understanding of language policy is a multifaceted issue that affects not only their teaching practices but also the educational outcomes of their students. By enhancing teachers' knowledge and comprehension of language policies, educational

stakeholders can improve the overall quality of language instruction in schools (Sukenti et al., 2020). This, in turn, contributes to the development of proficient language users who can engage meaningfully in both local and global contexts. Thus, investing in professional development and resources that empower teachers to understand and implement language policy effectively is vital for achieving the broader goals of education in a linguistically diverse society like Indonesia.

Policy Implications for Indonesian Language Teaching

The language policy set by the government has significant implications for the teaching of Indonesian in secondary schools. This policy not only determines the language of instruction used in learning, but also affects the curriculum, teaching methods, and evaluation of student learning outcomes. With a clear language policy, teachers have guidelines that can be followed in the teaching process, so it is expected to improve the effectiveness of teaching and student learning outcomes. However, challenges arise when the policy is not balanced with adequate support, such as resources and training for teachers (Katemba, 2020). One of the policy implications for Indonesian language teaching is the need to adjust the curriculum in accordance with national standards. The language policy sets specific learning goals, such as the development of reading, writing, speaking, and listening skills. Therefore, teachers must design teaching materials that are in line with these goals. If the curriculum is not updated or relevant, this can result in a mismatch between what is being taught and the needs of students, thus affecting their motivation and learning outcomes (Sunra et al., 2020).

In addition, language policies also have an impact on the teaching methods used by teachers. In an effort to meet policy objectives, teachers are expected to adopt innovative methods that are appropriate to the learning context (Lie et al., 2020). For example, the use of technology in teaching Indonesian is becoming increasingly important in today's digital era. Teachers who are able to utilize technology to increase student involvement in learning will be more effective in achieving the desired results. However, not all teachers have enough skills or access to integrate technology in teaching, which can be an obstacle in policy implementation (Widayati et al., 2021).

Another implication is on the evaluation of student learning outcomes. A clear language policy must be followed by an appropriate evaluation system to measure student achievement in Indonesian language mastery. Evaluations that are not in accordance with policy objectives can result in inaccurate assessments of student abilities (Diem & Abdullah, 2020). For example, if the assessment focuses more on the memorization aspect than on comprehension and language skills, students may not get a clear picture of their abilities. Therefore, it is important for teachers and schools to develop assessment systems that reflect policy objectives and support holistic learning.

From a social and cultural perspective, language policy also influences how students perceive their identity. When Indonesian is positioned as the main language of instruction in education, students are expected to develop a sense of pride and attachment to the national language and culture (Puspitasari et al., 2021). However, on the other hand, this policy must also pay attention to the existence of regional languages that are important in shaping students'

cultural identities. Therefore, an inclusive approach to language policies that respect linguistic diversity in Indonesia is urgently needed to prevent the marginalization of regional languages (Suprpto et al., 2021).

Overall, the implications of language policy on Indonesian language teaching are very complex and require serious attention from all parties involved. To achieve the expected educational goals, collaboration between the government, schools, and teachers is essential (Gozali et al., 2021). Support in the form of training, provision of resources, and ongoing evaluation will strengthen the implementation of the language policy and have a positive impact on Indonesian language teaching. Thus, language education can run effectively and relevant to the needs of the community, and be able to create a generation that is not only fluent in the language but also proud of their cultural identity.

Conclusion

From this study, it can be concluded that teachers' understanding of language policy has a significant impact on Indonesian language teaching in secondary schools. Teachers who have a clear and deep understanding of language policy tend to be better able to implement the curriculum well, choose relevant teaching methods, and evaluate student learning outcomes effectively. However, challenges arise when the policy is not balanced with adequate support, such as adequate training, adequate resources, and active involvement of teachers in the policy formulation process. Therefore, it is important for the government and relevant parties to provide the necessary training and resources to improve teachers' understanding of language policy. In addition, an inclusive and responsive language policy to the diversity of languages in Indonesia is urgently needed to create a conducive learning environment for all students. Policies that not only focus on mastering the Indonesian language, but also respect regional languages will strengthen students' cultural identity and encourage them to feel proud of their language heritage. With a holistic approach and adequate support, language policies can be implemented effectively, thereby contributing to the development of students' language skills and the achievement of national education goals. This study recommends that concrete steps be taken to improve teachers' understanding and optimize language policies in Indonesian language teaching.

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