Language Attitudes of Teacher Students Towards Indonesian

**Abstract:** The language attitude of teaching students must be positive towards Indonesian, considering that Indonesian is the language of instruction that must be used at all levels of education. A positive language attitude is manifested by loyalty, pride, and language awareness. The research method used is a descriptive method with a quantitative approach. This research was conducted using a research instrument in the form of questionnaires. The population of this study is all teacher training students in Indonesia, the research sample is 98 teacher training students from 8 universities in Indonesia. The results showed that most students had a positive language attitude. This is shown by the loyalty, pride, and awareness of speaking Indonesian. Of course, as a prospective teacher in any study program, it is necessary to be certified for language skills through UKBI as a step that can ensure the competence and language attitude of prospective teachers.

**Keywords:** Language Attitude, Teacher Language, Education Language

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**I. INTRODUCTION**

Indonesian as the state language, in addition to being officially state, this Indonesian serves as the language of instruction in the world of education (UU RI No. 24 Tahun 2009). This, reaffirmed in Presidential Regulation RI No. 63 Tahun 2019. As the language of instruction in education, this Indonesian is used in education at all levels of education. This shows that Indonesian as a provider of knowledge. Indonesian not only communicates science but also as a means to develop and transmit science itself from generation to generation (Nuh, dalam Agustina, 2017).

Based on a strong legal umbrella, it implies that all subject teachers at all levels of education must have good and correct Indonesian language competence. Good Indonesian refers to language that is appropriate to the language context and in harmony with the social values of society. While the correct language, refers to the language used in accordance with the rules of Indonesian (Presidential Regulation RI No. 63 Tahun 2019). Based on a strong legal umbrella, it implies that all subject teachers at all levels of education must have good and correct Indonesian language competence. Good Indonesian refers to language that is appropriate to the language context and in harmony with the social values of society. While the correct language, refers to the language used in accordance with the rules of Indonesian (Presidential Regulation RI No. 57 Tahun 2014). With awareness, pride, loyalty to language norms will form good and correct use of Indonesian.

The three aspects of language are in line with opinion Gavin dan Mathiot (1968) which reveals, *language loyalty* ‘kesetiaan’, *language pride* ‘kebangaan’, dan *sociocultural norm awareness* ‘kesadaran terhadap norma sosiokultural’. These three aspects affect language attitudes and encourage the use of good and polite language sincerity (Rahardi, 2006). These aspects must be owned by teachers in determining behavior in language activities. In addition to teachers, teacher training students as seeds of a teacher, must have this language attitude.

The conception of language attitudes seeks to relate the use of language to human thinking (Saidat, 2010). These attitudes develop through experience and can influence a person's linguistic behavior (Agheyisi & Fishman, 2010).
A person's language attitude is his disposition to behave positively or negatively in a language and its users. As a prospective teacher, there is only one choice for teaching students, which is to have a positive attitude towards language and its use.

This study seeks to photograph the language attitudes of teacher students who will one day become teachers. This is suspected by the emergence of negative attitudes towards Indonesian, namely (1) underestimating the quality of Indonesian; (2) break through, feel skilled in language without learning; (3) self-procrastination pricing, feeling other languages are more prestigious; (4) not being disciplined in language; (5) reluctant to assume responsibility as the owner of the language; and (6) proficient in language (Moeliono dalam Astuti, 2019). Talkative attitudes are becoming a phenomenon today. Speech as we know it is a condition disease in which a person, when surprised or surprised, utters words spontaneously and unconsciously with what he is saying (Hariyanto et al., 2014). However, that is not what is meant. Latah in question is a social phenomenon, where people imitate the attitudes, deeds, or habits of other people or nations. As it is today, many people are talkative about using the words pansos, gercep, mager, etc. even the third phenomenon occurs a lot, with the emergence of the term xenomania, which is an excessive liking for everything that comes from outside (KBBI V, 2022), Of course, this includes language. Other negative attitudes have been very obvious, ranging from underestimation of the quality of Indonesian, underestimating Indonesian language skills, indiscipline against language rules, let alone a sense of responsibility to maintain Indonesian.

If these prospective teacher students have this negative attitude, then we will not know what the fate of the Indonesian used in the next generations. Sumowijoyo (Kustomo, 2011), Teachers, journalists, writers, broadcasters, leaders, community leaders can be categorized as Indonesian coaches and even as Indonesian helpers. As role models in this language, they still violate the rules of Indonesian. In this case, students as prospective teachers must be nurtured from the beginning in order to have a good language attitude and be able to transmit it to their students in the future.

Students are generally aged 18 – 25 years, are in the late adolescent phase and enter adulthood. The tendency is to accept physical conditions, have emotional freedom, have been able to get along, are able to set good examples, and can gain and receive self-competence. So at this age, students only need to establish a life stance (Yusuf dan Gunarsa, dalam Mulyaningsih, 2017).

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Research on language attitudes for students who are actually prospective teachers needs to be done. This is done to find out the student's language attitude, so that the next effort is known. Does there need to be an increase or does it just need retention? Of course, students are expected to have a good language attitude towards Indonesian so as to increase mastery of language and language rules. So it boils down to being a communicative, loyal, proud, and language-conscious teacher.

II. REVIEW OF LITERATURE

Language Attitude

Attitude is a tangible manifestation of the image of inner states applied in the form of behavior and action. Usually, this attitude refers to body shape, body position, behavior or gestures, as well as actions that are a reflection of stances, beliefs and opinions on reactions to things or events (Chaer & Agustina, 2004) Anderson Saying language attitude refers to a relatively long-term system of beliefs, partly about language, about language
objects that give a person a tendency to react in a certain way (Chaer & Agustina, 2004) Language attitudes are divided into two, namely positive attitudes and negative attitudes. This is in line with opinion Baker (1988), which explains that there are both positive and negative feelings attached to language situations (Saidat, 2010). Then, which one is needed by Indonesian? Of course, a positive attitude towards Indonesian.

A positive attitude Indonesian is the use of Indonesian in accordance with language rules and in accordance with the linguistic situation (Mansyur, 2019). A positive attitude refers to having awareness, pride, and loyalty to Indonesian norms (Government Regulation No. 57 Tahun 2014). This, in line with the opinions of Gavin and Mathiot (Chaer & Agustina, 2004), which outlines the characteristics of language attitudes.

1. **Language loyalty** that encourages people of a language to maintain their language and if necessary prevent the influence of other languages.
2. **Language pride** encourages people to develop their language and use it as a symbol of community identity and unity.
3. **Awareness of the norm** that encourages people to use their language carefully and politely is a very big factor in their influence on actions, namely language use.

Conversely, negative attitudes are reflected by non-compliance with language and linguistic rules that will lead to less concern about efforts to build and preserve Indonesian (Mansyur, 2019). This negative attitude is reflected in the attitudes of language users as follows.

1. Proud to show his proficiency in English, even though his mastery of Indonesian is still lacking.
2. Feeling that he is smarter than others because he has mastered foreign languages fluently, even though his mastery of Indonesian is not perfect.
3. Feel ashamed if you don't master a foreign language, but never feel embarrassed if you don't master Indonesian.
4. Underestimate Indonesian and don't want to learn it because he feels he has mastered Indonesian well

Negative attitudes towards a language are reflected in its language behavior that does not support and maintain the existence of the language at all. Indicators that realize it are an attitude of lack of care, not knowing language development, and refusal to use it in conversation (Zainun & Syahputera, 2018). According to Halim, efforts to change this negative attitude can be done through language education which is carried out on the basis of fostering language rules and norms (Zainun & Syahputera, 2018).

In addition to positive and negative attitudes Zainun dan Syahputra categorize the presence of a neutral attitude. Neutrality in language means no agreement and disapproval (Zainun & Syahputera, 2018).

**Language Attitude Measurement**

Language attitude is something with an abstract nature. Therefore, the measurement of this attitude to language must be full of caution (Zainun & Syahputera, 2018). Measurement of language attitudes cannot be based on language competence or language alone. However, it must also record the views of language users on the tendencies they will do when speaking.

To record this view of language tendencies requires a good instrument. In the measurement can be done with questions in the form of opinions about language. The questions are based on feelings, beliefs, and behavior Trandis (Zainun & Syahputera, 2018).

**III. METHOD**

This study uses a quantitative approach to conduct research with descriptive methods. The descriptive method is used to gain a deeper understanding of the identification of the characteristics, interests, and quantity of a subject (Michael et al., 2023). This study uses a quantitative approach to conduct research with descriptive methods. The descriptive method is used to gain a deeper understanding of the identification of the characteristics, interests, and quantity of a subject

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This research involves several stages, starting from determining variables. At this stage, the researcher determines which variables will be identified in the study. Next, the next stage is the determination of research samples. After that, the data is collected using pre-designed instruments. Once the data is collected, the next stage is data analysis and data interpretation. The final step in the study is to conclude the results of the study.

### IV. RESULT

Research instruments in the form of questionnaires were distributed, filled and filled by 98 teacher training students from 8 universities in Indonesia. This questionnaire contains statements of language attitudes that must be determined based on the student's stance. This statement explores loyalty, pride, and awareness of Indonesian. So that the results produced can illustrate students' language attitudes as illustrated by the presence or absence of loyalty, pride, and awareness of speaking Indonesian.

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The most dominating language attitude is the aspect of language pride, this shows that pride is the basis of love for the country and of course the language is already owned by students. Furthermore, language loyalty is also high, which illustrates the loyalty of students to the nation and state, especially to Indonesian. With this, of course, it can still maintain the existence of Indonesian in education. While the Awareness of the norm aspect is quite high although not as high as expected. This means that there needs to be increased awareness of language norms. Of course, as a prospective teacher this is important, because language norms are the main requirement because they will be imitated by students.

Based on the data generated, these prospective teacher students have an interest in the use of Indonesian. In addition, with Indonesian they agree that it is easier to obtain information and knowledge. However, students consider that the official language makes communication less familiar. But all students agree that Indonesian should take precedence over regional and foreign languages. The results of these instruments show loyalty to Indonesian.

Awareness of Indonesian is shown based on students' answers who agree that Indonesian as the main language in learning. Official languages are also used in certain situations, it is suspected that students are aware of other languages in the community, namely regional and foreign languages. Language awareness is also shown in fairly high results on the importance of habituating the use of Indonesian. On the negative question, related to the difficulty of understanding with the use of the official language language certainly not approved by the informant, the answer is in line with the previous statement, that using Indonesian actually facilitates understanding. This
indicates that the data collection results are valid. This is also illustrated by the answer to the statement that the standard language makes lectures rigid with dominance that does not praise them.

Pride is also reflected in statements related to the use of Indonesian that show respect. The answer is quite high on the choice strongly agree and agree. The proud attitude of speaking Indonesian is also reflected in the perfect answer that strongly agrees Indonesian become an international language. In addition, students are also very proud of Indonesian. The democratism of Indonesian has not yet been fully realized. This may be a lack of student understanding related to language absorption.

A positive attitude is reflected in the awareness of grammatical mastery, namely mastery of vocabulary and good and correct language rules. Awareness in learning the language of the official language is also realized considering that prospective teachers really need to master the variety of official languages. Awareness of the noble value in Indonesian has not been fully realized by students. Meanwhile, awareness of the benefits of Indonesian felt by students. Awareness in the use of language in the work environment is realized by students and expresses their agreement.

To maintain the validity of the questionnaire, in addition to positive language attitude questions, there are also statements that show negative language attitudes. The results show the validity of the results, for example in the statement that casual language is used in lectures, the results show disapproval. Although there are also 3 people who are neutral. While statements related to the difficulty of understanding when using Indonesian answered compactly, namely strongly disagree. This shows the awareness that Indonesian facilitate understanding. Awareness is also found in the answer to the statement that the official language makes learning rigid which is not approved.

Indonesian actually contributes to the preservation of regional languages, namely enriching vocabulary. However, it turned out that it was not fully approved by this prospective teacher. The impression of arrogance is not visible from the use of Indonesian. Students also stated that it turned out that Indonesian was not complicated to use. In addition, Indonesian need to be used in college lectures. The use of Indonesian needs to be used in public administration services.

The results of the discussion showed that the language attitude of the prospective teacher students was positive. This is based on loyalty, pride, and awareness shown in the answers chosen. This gives an idea that care, awareness and sensitivity as a prospective teacher are quite high. Students can also choose positive and negative statements so as to show sincerity in filling.

Loyalty is shown by the high average answer to statements in prioritizing Indonesian, its use in learning, various communication situations, and its use in the world of work both private and government. This loyalty is supported by awareness in learning Indonesian begin to enrich vocabulary, improve good and correct language skills, get used to using Indonesian, and its usefulness. Pride is reflected in the high average of answers to language internationalization, pride in language, noble values contained in language, and democratic Indonesian.

The average language attitude shows a positive attitude. However, when viewed one by one, there are some that need to be improved in language attitude. There were 25 respondents who still felt that official Indonesian did not agree to be used in familiar situations. Although the number is quite small, this needs to be changed, that with official Indonesian language users can make the conversation more intimate. In addition, the statement that Indonesian contains many noble values is not fully approved. There are still those who consider that Indonesian has no noble value. This is possible due to students' lack of understanding regarding the long history of Indonesian from Rid Ulu to the present. Some students also do not understand that Indonesian has a very democratic nature. Lack of understanding regarding official language policies is a major factor in this lack of language attitudes. In communicating, especially in official situations, communicators must pay attention to the communicant's background so that they can weigh the choice of words and the style to be used.

As one of the language coaches, the teacher will be an example of the use of Indonesian must certainly have a good language attitude. This attitude is shown by loyalty, pride and awareness in its use. With these three attitudes will boil down to the desire to learn the language, feel responsible, a sense of belonging, mutual respect, and a willingness to foster and develop the language.
Meaningful steps related to language attitudes can be applied through the policy of establishing and implementing the Indonesian language proficiency test (UKBI). So far, language standardization has only been carried out for prospective teacher students Indonesian only, without paying attention to the role of teachers of other subjects in the use of language. Of course, one Indonesian teacher, for example, will not have a big effect when compared to seven other lesson teachers. Given Indonesian as the language of instruction in the world of education, UKBI needs to be a standard for prospective teacher students as well.

V. CONCLUSIONS

The language attitude of education students who are prospective teachers has a good language attitude. This is shown by loyalty, pride, and awareness in using language. This loyalty is shown by agreement to use this language seen when used in official situations such as in learning activities or in the world of work. Pride is shown by being proud to use Indonesian and agreeing that Indonesian needs to continue to be developed so that it becomes an international language. While awareness is shown by awareness in using Indonesian language, awareness of increasing vocabulary, good and correct discussion rules, increasing Indonesian language competence, and habituation to its use. This language attitude can be realized by standardizing UKBI for prospective teacher students before graduating or the main requirement if they will later become teachers.

REFERENCES