



THE IMPACT OF LOCAL LANGUAGES ON STUDENTS' PROFICIENCY IN INDONESIAN AT SDN 3 BAROKO ENREKANG REGENCY

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ABSTRACT

Local language, Indonesian language,cultural preservation,language skills,and primary education

This study aims to analyze the impact of using local languages on students' proficiency in the Indonesian language at SDN 3 Baroko, Baroko Subdistrict, Enrekang Regency. Using a qualitative case study approach, the research involves students from grades IV, V, and VI, along with teachers and parents. Data were collected through observation and in-depth interviews to explore patterns of local language use and its influence on Indonesian language skills, including reading, writing, speaking, and listening. The findings indicate that using local languages positively impacts students by facilitating understanding in early learning, boosting confidence, and strengthening local cultural identity. However, negative effects were also observed, such as difficulties in mastering formal Indonesian terms, which affect academic performance and examination results. Proposed solutions include increasing the use of Indonesian in schools, training teachers in bilingual teaching strategies, using Indonesian-based learning media, and implementing literacy programs. Collaboration between teachers and parents is also crucial to reinforce Indonesian language skills at home. With a balanced strategy, local language preservation can be achieved without hindering the mastery of Indonesian as the official language of national education.

Kata kunci:

ABSTRAK

Bahasa daerah, Bahasa Indonesia,pelestarian budaya, Pendidikan dasar.

Penelitian ini bertujuan menganalisis dampak penggunaan bahasa daerah terhadap kemampuan siswa dalam menguasai Bahasa Indonesia di SDN 3 Baroko, Kecamatan Baroko, Kabupaten Enrekang. Dengan pendekatan kualitatif jenis studi kasus, penelitian ini



melibatkan siswa kelas IV, V, VI, guru, serta orang tua. Data dikumpulkan melalui observasi dan wawancara mendalam untuk mengeksplorasi pola penggunaan bahasa daerah dan pengaruhnya terhadap keterampilan berbahasa Indonesia, meliputi membaca, menulis, berbicara, dan mendengarkan. Hasil penelitian menunjukkan bahwa penggunaan bahasa daerah memberikan dampak positif berupa kemudahan siswa memahami materi pada tahap awal pembelajaran, peningkatan rasa percaya diri, serta pengukuhan identitas budaya lokal. Namun, dampak negatif juga ditemukan, seperti kesulitan siswa dalam menguasai istilah formal bahasa Indonesia yang memengaruhi hasil belajar dan kemampuan mengikuti ujian. Solusi yang ditawarkan meliputi peningkatan intensitas penggunaan Bahasa Indonesia di sekolah, pelatihan bagi guru dalam pengajaran dwibahasa, penggunaan media pembelajaran berbasis Bahasa Indonesia, serta program literasi. Kolaborasi antara guru dan orang tua juga penting untuk memperkuat penguasaan Bahasa Indonesia di rumah. Dengan strategi yang seimbang, pelestarian bahasa daerah dapat dilakukan tanpa menghambat penguasaan Bahasa Indonesia sebagai bahasa resmi pendidikan nasional.

A. INTRODUCTION

Language is a tool for communication that humans use to interact with one another. The importance of Indonesian in daily life cannot be overstated. Through language, people engage in interactions and communication to understand each other's viewpoints and ideas. Language is also essential when developing the three core language skills: speaking, listening, reading, and writing.

Language is an essential tool for humans to convey emotions, ideas, and thoughts, both verbally and in writing. Although oral communication is frequently used, written language holds an advantage as it can be repeated and better understood, thus providing more recognition compared to oral communication (Ummah, 2019).

Regional languages in Indonesia have their own unique features and characteristics that reflect the identity of specific regions. Therefore, it is important to conduct in-depth studies to clearly identify these unique traits, considering the frequent confusion between different languages and language variations (Susiaty, 2020).

Language plays a crucial role in human life as both a means of communication and a marker of cultural identity. In Indonesia, the diversity of regional languages is one of the nation's valuable assets that must be preserved, as stated in the 1945 Constitution of the Republic of Indonesia, Article 32, Clause (2), which affirms that the state must respect and



preserve regional languages as part of the national cultural heritage. On the other hand, Bahasa Indonesia, as the national language, holds a strategic role as a unifying tool for the nation, a means of communication between ethnic groups, and the official language of instruction in education. This is reinforced by Law No. 24 of 2009 concerning the National Flag, Language, and National Emblem, and the National Anthem, Article 25, Clause (2), which asserts that Bahasa Indonesia is required to be used as the language of instruction in national education.

The balance between preserving regional languages and mastering Bahasa Indonesia has become a real challenge, especially in areas where the majority of the population uses regional languages in daily life. This situation often affects students' ability to master Bahasa Indonesia, which is the primary tool for learning in schools.

At SDN 3 Baroko, Baroko Subdistrict, Enrekang Regency, this phenomenon has become a significant concern, as the majority of the students come from families that use regional languages in their daily lives. The impact of regional language use on students' ability to master Bahasa Indonesia at this school has become a relevant issue for research, particularly in understanding the extent to which the use of regional languages affects students' competencies in Bahasa Indonesia, including reading, writing, speaking, and listening skills.

This study aims to analyze the impact of regional language use on students' ability to master Bahasa Indonesia at SDN 3 Baroko. The results of this study are expected to provide valuable insights for educators, parents, and other relevant parties in designing more effective teaching strategies to overcome language barriers and promote a balance between the preservation of regional languages and the mastery of Bahasa Indonesia.

B. RESEARCH METHOD

Based on the issues mentioned above, the author chose to use a qualitative approach with a case study design. This approach aims to explore in-depth how the use of regional languages affects students' ability to master Bahasa Indonesia. The study was conducted at SDN 3 Baroko, Baroko Subdistrict, Enrekang Regency, focusing on students in grades IV, V, and VI. The research also involved interviews with teachers and students at SDN 3 Baroko regarding the impact of regional language use on students' ability to master Bahasa Indonesia.

Therefore, the author conducted interviews with informants who were considered capable of providing answers relevant to the topic. Specifically, the author interviewed a teacher of Islamic Religious Education and a sixth-grade student at SDN 3 Baroko, both of whom were deemed to have extensive knowledge and the ability to respond to the questions posed by the author.



In this study, data collection was carried out using two methods:

1. Observation: Conducted to observe the patterns of regional language and Bahasa Indonesia use by students, both inside and outside the classroom.
2. In-depth Interviews: Semi-structured interviews were conducted with students, teachers, and parents to understand their perceptions of the impact of regional language use on students' proficiency in Bahasa Indonesia.

C. ESULTS AND DISCUSSION

1. Definition of Regional Language

Language is a system of communication organized in units such as words, phrases, clauses, and sentences, which can be expressed both orally and in writing (Bahasa, n.d.). On the other hand, "daerah" (region) refers to the surrounding area or the environment of a city (Wjs Poerwo Darminto, 1993). Regional language is defined as a system of meaningful sound symbols articulated within the boundaries of a city or region, serving as a means of communication between different areas in Indonesia.

In each region of Indonesia, there are distinct regional languages, each with its own historical background and culture. Some regional languages are spoken by a large number of people, while others are used by only a few hundred individuals. These regional languages serve as a means of communication among speakers of the language. For educational purposes, it would be ideal to introduce regional languages as the medium of instruction at the elementary school level, as these are the languages that children have been exposed to since their early years (Firdausi, 2020).

A regional language is a language used as a means of communication between different regions or communities. In addition to Indonesian, it is also used as a medium to support literature, culture, or ethnic communities in the regions of the Republic of Indonesia, which form an integral part of the living culture of Indonesia.

2. Position and Functions of Regional Languages

As a regional language, such as Javanese, Sundanese, Balinese, Bugis, Makassarrese, and others, regional languages serve several functions: as symbols of regional pride, representations of regional identity, tools for communication within families and local communities, and as instruments for the development and support of regional culture. Furthermore, regional languages can be used as a medium of instruction in the early stages of education when necessary for the delivery of specific knowledge or skills.

The position of regional languages includes: as a distinctive feature, regional identity, a supporter of the national language, a tool for communication within local communities, and a symbol of regional pride. Regional languages also serve as the medium of instruction at the elementary school level in certain areas to facilitate the teaching of



Indonesian and other subjects. Thus, these regional languages, from a socio-political perspective, function as a second language to Indonesian.

This is as stated by Mrs. Rahmawati, an Islamic Education teacher, during an interview:

"The regional language at SDN 3 Baroko holds an important position as the mother tongue, which serves as the cultural identity of the Baroko community. As an integral part of daily life, the regional language is used not only within the family environment but also in social interactions at school. At the elementary education level, the regional language plays a role as a communication medium that helps bridge the gap between students and teachers, especially for students who are just beginning formal education and are not yet fluent in Indonesian" (Rahmawati, 2024).

The primary function of regional languages in this school is as a medium of instruction in early learning to bridge students' understanding of the material being taught. Teachers often use regional languages to explain concepts that may be difficult to grasp when taught directly in Indonesian. This approach helps students feel more comfortable and confident in absorbing lessons, especially in subjects related to cultural values and everyday life.

In addition, regional languages also function as a means of preserving local culture amidst the pressures of globalization. The use of regional languages in schools encourages students to appreciate and maintain their cultural identity, while also reinforcing local wisdom values. Thus, regional languages not only serve as a tool for communication but also as a means of character and cultural education for students at SDN 3 Baroko.

3. Impact of Regional Language Use on Students' Proficiency in Indonesian

The use of regional languages at SDN 3 Baroko has a significant impact on students' learning achievements, as reflected in the interview with a sixth-grade student, Izzati Insyirah, who stated:

"The positive impact is evident in students' ability to understand lesson material more easily, especially in the early grades. The regional language used by teachers as a supplementary tool for explanations creates a familiar and comfortable learning environment, making students more active in the learning process. Additionally, regional languages also play a role in building students' confidence, as they can communicate without the fear of making mistakes, which ultimately boosts their motivation to learn" (Izzati Insyirah, 2024).

This was also expressed by Fadil, a sixth-grade student, who stated:

"However, the use of regional languages also has negative impacts that need to be considered. Dependence on regional languages can hinder the mastery of Indonesian, which is the official medium of instruction in the national curriculum. This has the potential to affect students' ability to understand material presented in Indonesian, particularly in



subjects that require mastery of formal terminology. Additionally, students may face difficulties when taking exams or participating in activities outside of school that use Indonesian" (Fadil, 2024).

To optimize the positive impact and minimize the negative effects, a balance between the use of regional languages and Indonesian is necessary in the school environment. Teachers can use regional languages as a temporary medium to explain difficult concepts, while gradually encouraging students to use Indonesian in learning activities. With this approach, students can maintain their local cultural identity while also achieving the expected academic competencies.

4. Solutions to Reduce the Use of Regional Languages to Improve Indonesian Language Skills at SDN 3 Baroko, Enrekang District

Reducing the use of regional languages at SDN 3 Baroko does not mean eliminating the important role of regional languages, but rather integrating them in a balanced way with the teaching of Indonesian. One solution is to increase the frequency of using Indonesian as the medium of instruction in the classroom. Teachers can start the lesson in Indonesian, using regional languages only as a supplementary tool when there are concepts that students find difficult to understand. This approach gradually helps students become accustomed to using Indonesian in their learning process.

Another solution is to implement an Indonesian-language-based literacy program. Activities such as reading Indonesian storybooks, writing short stories, and engaging in discussions in Indonesian can enhance students' language skills. Teachers can also encourage students to use Indonesian in everyday interactions within the school environment, for example, through question-and-answer sessions or group discussions.

In addition, teacher training is also crucial to reduce dependence on regional languages. Teachers need to be equipped with effective bilingual teaching strategies, enabling them to manage the transition from regional language use to Indonesian without compromising students' understanding. Workshops or training sessions focusing on teaching Indonesian as a second language can be a valuable step in this process.

The use of Indonesian-language-based learning media can also be a solution. Teachers can utilize videos, songs, or educational games that use Indonesian to engage students' interest. These media can help students understand Indonesian in a fun and interactive context, thereby increasing their motivation to learn.

Parental support is also essential to strengthen Indonesian language proficiency at home. Schools can organize socialization programs for parents about the importance of Indonesian in learning. Parents are encouraged to familiarize their children with using Indonesian in daily conversations, while also allowing space for the preservation of regional languages.



Finally, regular monitoring and evaluation must be conducted to assess the success of this program. Teachers and school administrators can evaluate students' language skills development, both in Indonesian and regional languages. With proper monitoring, schools can adjust teaching methods according to students' needs, ensuring that Indonesian language proficiency improves without compromising local cultural values.

D. CONCLUSION

Based on the discussion above, the researcher can draw the following conclusions regarding the topic "The Impact of Regional Language Use on Students' Proficiency in Indonesian at SDN 3 Baroko, Baroko District, Enrekang Regency":

1. Regional languages are a system of sound symbols used for communication within a particular region or city in Indonesia. These languages reflect the historical background and culture of each region, with diversity ranging from languages spoken by many people to those used by only a small community. As a means of communication between regions, regional languages play an important role, both in communication among speakers, as supporters of literature, and in the preservation of ethnic cultures. In the context of education, the use of regional languages as the medium of instruction at the beginner level, such as in elementary schools, is considered ideal because it is the first language children learn from an early age. Thus, regional languages also contribute to enriching and preserving the overall culture of Indonesia.
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