

Axiological Dimensions of Elementary School Teachers' Language Attitudes Towards Indonesian in Ciomas District

Bayu Hidayat¹, Mubiar Agustin¹

^{1,2} Elementary Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

✉ bayoe_101@upi.edu

Abstract. The development of a positive attitude towards Indonesian to students is carried out at least by teachers who also have a positive attitude towards Indonesian. This study aims to observe the language attitudes of elementary school teachers at SD Negeri Parakan 01 towards Indonesian. This research is a qualitative research using case study method. Data collection is done through observation and interviews. Observations and interviews were conducted with 13 teachers consisting of 5 male teachers and 8 female teachers at SD Negeri Parakan 01, Ciomas District, Bogor. This study found that teachers at SD Negeri Parakan 01 had a positive attitude towards Indonesian, especially in terms of writing. Although it was found to have a positive attitude towards standard written Indonesian, in the teacher's writing they still showed insufficient in applying linguistic aspects.

Keywords: Indonesian, Teachers, Language Attitudes.

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INTRODUCTION

Indonesian, which serves as a national language and the official language of the state, must continue to be fostered and developed so that it becomes a modern language, namely a language that is able to carry out its function as a means of communication in various aspects of life. In an effort to foster and develop Indonesian, the government has made Indonesian a mandatory field of study. The aim of developing Indonesian through formal education is to ensure that the younger generation has good oral and written language skills, but is also expected to have a noble identity and personality. As a user of Indonesian, you should have a sense of pride in using Indonesian as a means of communication. Every Indonesian citizen should also have a positive attitude towards the Indonesian language and try to always use it carefully and regularly in everyday life. At least instill a culture of shame if you are unable to use Indonesian properly and correctly. Therefore, it is appropriate for Indonesian to be loved and protected.

However, in elementary schools, for example, a positive language attitude is not yet fully possessed by the majority of teachers. Awareness of loyalty, pride in owning and maintaining the Indonesian language seems to be still lacking. This is because teachers tend to use regional languages more during the learning process. Teachers are a profession that can be used as models in language, apart from news writers (journalists), advertising script writers and preachers (Moeliono, et al., 2011; Matanggui and Arifin, 2014). Teachers play a role, among other things, as educators, instructors, mentors, learning managers, models and role models, and reformers (innovators) (Daryanto and Tasrial, 2015).

Teachers' language attitudes influence students' attitudes (Crismore et al., 1996 in Tsui and Bunton, 2000; Ruddyanto, 2011) and students' success in learning is determined by their liking for what they learn, such as there is a positive relationship between the success of learning a second language at school and the positive attitude of students towards the second language and its speakers on the other hand (Sumarsono, 2000). Teachers, especially elementary school teachers, play an important role in cultivating a positive attitude towards Indonesian from an early age because it is at this level that Indonesian language teaching is first carried out in a planned and directed manner. Teachers can instill basic knowledge of Indonesian, foster a sense of belonging, love and pride in Indonesian in students, and can improve their students' language

skills (Basuki et al., 2015). Teachers' language attitudes influence students' attitudes (Crismore et al. 1996 in Tsui and Bunton, 2000).

The way students speak is determined by the teacher's language habits at school and in the classroom. Teachers' use of language, especially Indonesian language teachers, becomes a language model for students at least when they are in the school environment and more specifically during teaching and learning activities (Ruddyanto, 2011). Because the influence is so great, the teacher first sets an example of speaking Indonesian well, verbally and written, and masters the applicable formal Indonesian language rules. In other words, teachers need to improve their skills in correct language (Matanggui and Arifin, 2014).

Instilling and fostering a positive attitude towards the Indonesian language in students is carried out at least by teachers who also have a positive attitude towards the Indonesian language. In the realm of education, the language used by teachers and students is formal or standard Indonesian. Standard benchmarks are in terms of quality and quantity that are mutually agreed upon. In this case, standard refers to the variety of quality and highly respected language used by intellectuals. Standards include sound system, formation structure, vocabulary, and sentence structure; Thus, the standard reference is the Enhanced Spelling Guide and the Big Indonesian Dictionary (Sumarsono, 2000). The results of this research can enrich the study of language attitudes among urban educated professionals, namely teachers who live in big cities. This research is important to carry out because it is important to instill a positive attitude in the younger generation from an early age.

METHOD

This research is qualitative research using the case study method. A case study is a research design found in many fields, especially evaluation, where the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are limited by time and activities, and researchers collect complete information using a variety of time-based data collection procedures (Stake, 1995 in Creswell, 2016).

The population in this study were elementary school teachers in Ciomas sub-district, while the sample for this study was teachers at SD Negeri Parakan 01. Sampling was carried out using a certain technique called the technique for determining samples in research (Agung, 2016). The technique used in determining the sample is random sampling.

Data analysis is changing raw data into data that is meaningful and leads to conclusions (Arikunto, 2010 in Utami, 2014). This research data was obtained from interviews and observations. Data analysis is carried out by organizing the data obtained into categories, breaking it down into units, analyzing important data in the form of reports, and making conclusions so that it is easy to understand.

The data analysis technique uses the interactive model from Miles and Huberman. Activities in qualitative data analysis are carried out interactively and continue continuously until the data is saturated. The interactive models in question are Data Reduction, Data Display, and Conclusion.

RESULTS

Based on the results of observations and interviews, data was obtained that there were 13 teachers teaching at SD Negeri Parakan 01 with information about 5 male teachers and 8 female teachers. The results of observations and interviews show that teachers at SD Negeri Parakan 01 carry out the teaching and learning process using Indonesian fully.

From these findings it can be said that Parakan 01 State Elementary School teachers already have a positive attitude towards Indonesian. This is good because the elementary school level is the foundation for equipping students with a positive attitude towards Indonesian language lessons and their skills so that students can more easily complete their studies (Basuki et al., 2015). Positive attitudes can be expressed from loyal behavior towards language (language loyalty) which encourages language communities to maintain their language and prevent the influence of other languages, language pride which encourages people to develop language and use it as a symbol of identity and community unity; awareness of the norm which encourages people to use language carefully and politely (Garvin and Mathiot, 1968 in Sukma, 2015).

Cognitively, teachers at SD Negeri Parakan 01 generally understand the concept of standard written Indonesian and are able to provide examples and communicate in good and correct Indonesian.

From interviews, teachers acknowledged that there are rules in writing, such as not using informal language or slang, using standard words and correct punctuation. They also pay attention to the Indonesian language written by students and correct them if something is not quite right. However, if we observe the teacher's writing, the teacher's written Indonesian cannot be used as an example because it still does not use formal written Indonesian. This research found that not all teachers are able to write. The teacher admitted that he did not like writing because he had difficulty developing ideas.

DISCUSSION

Teachers show a very positive attitude in the affective aspect. This can be seen from the behavior of teachers who are concerned about the condition of today's students' use of language, where many words are abbreviated. Teachers admit that this is due to the influence of increasingly sophisticated technological developments. The widespread use of gadgets, the strong influence of the internet and the use of foreign languages in students' environments, as well as the lack of support from families are factors that cause teachers to feel they lack parental support in educating and teaching students to speak the language well. The teacher's positive attitude is expressed in his willingness to encourage students to use standard Indonesian, to be proud of the Indonesian language, and to participate in developing the Indonesian language.

A positive attitude is also seen when teachers correct students' writing which they consider inappropriate, such as not using capital letters or using slang. This shows that the teacher pays attention to or is aware of the rules of written Indonesian, namely the use of correct spelling, standard words and grammatical sentences. On the other hand, teachers observed that written language errors which were repeatedly found in students' writing were blamed on teachers who taught in lower grades. Teachers who teach in lower elementary schools do not pay attention to students' writing errors so that students do not realize that there are mistakes in using language elements. Teachers realize that mistakes that are left alone will take root until students are at a higher level of education. Therefore, teachers' foresight in reprimanding, reminding, and improving students' written language should start at the elementary education level.

Indonesian language education at the elementary level is important as a basis for students to be skilled in using the language as a communication tool. Therefore, good, correct and polite language principles should be taught at this level. This means that students need to get an example from the teacher who teaches in their particular class. Because the main goal of learning Indonesian is to be skilled in Indonesian, teachers should have competence as a model in delivering language material (Asih, 2016). This was realized by all teachers who were respondents to this research. Parakan 01 State Elementary School teachers are role models for students in language behavior. They always advise, reprimand students if they speak inappropriately or if they use slang and when students write that does not comply with standard language rules. This can be seen in the writing and the results of interviews with teachers.

The loyalty of Parakan 01 State Elementary School teachers in using written Indonesian is demonstrated by not encountering much interference from foreign or regional languages. This is supported by the fact that some teachers speak Indonesian as their mother tongue. The sense of pride in the language is proven by upholding the Indonesian language through encouragement and giving examples to students. Apart from that, the teacher shows compliance with language norms in correcting Indonesian language errors used by students and the teacher's awareness when writing. Teachers who have a positive attitude like that can be a model in learning Indonesian so that they can motivate students to care about using Indonesian and have a positive attitude towards Indonesian (Suroso, 2015). Even though they were proven to have a positive attitude, the teachers in this study still needed guidance, especially in writing.

Parakan 01 State Elementary School teachers show a positive attitude towards the use of Indonesian. These results are not different from previous research in an academic context, such as teachers/lecturers and students who showed a positive attitude towards accepting loan words

(Qodratillah in Sugiyono and Sasangka, 2011); writing punctuation in academic essays (Hirvella et al., 2012). The positive attitude of elementary school teachers at SD Negeri Parakan 01 has been demonstrated by their verbal behavior towards students so that students use formal written Indonesian in their writing, but in practice not all teachers can apply it well.

CONCLUSION

The basic education level is the foundation for instilling values, including attitudes towards the language used. A positive attitude towards Indonesian needs to be instilled in students from elementary school. This attitude can be transmitted by elementary school teachers as a model in language and behavior to students, especially in the use of Indonesian. This research found that teachers have a positive attitude towards Indonesian. This teacher's positive attitude can be observed from his behavior which is expressed in writing and interviews.

Parakan 01 State Elementary School teachers feel loyal and proud to use Indonesian. This is proven by teachers often reprimanding and correcting students' writing and speech, especially punctuation when writing and speech during discussions. By mastering language rules, a teacher's positive attitude towards Indonesian is not only demonstrated through advice to students, but also his ability to increase his professionalism as a learning teacher who understands Indonesian language rules by being able to apply these rules in writing and verbally. In this way, teachers can set examples and motivate students to write and speak better.

This research has the limitation of only being carried out in one state school in Ciomas sub-district. For further research, it can be carried out in a wider scope and can compare public elementary schools with private elementary schools.

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