The Nature Of Language And The Nature Of Education In The Language Education Policy

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Abstract: *This article proposes about the nature of language and the nature of education in frame of language education policy in Indonesia. Its discussion is intended to be one of considerations in how to design and formulate some policies in education, especially language education policy in the era of the industrial revolution 4.0. The primary discussion is started by presenting some critical expert views on the nature of language along with its relationship to the nature of education in general. The understanding on both of these terms will lead to the appropriate decision on the future language education policy. Comprehensive understanding on each of the terms enables readers, stakeholders, teacher practitioners, and government to be open-minded to decide the future steps in designing and formulating the education policy especially to language education policy. The developed analysis will be based on the educational phenomenon which happenned in all regions both local and national areas..*

*Keywords : **language, language education, language policy.***

Abstrak: Artikel ini memaparkan tentang hakikat bahasa dan hakikat pendidikan dalam lingkup kebijakan pendidikan bahasa di Indonesia. Pemaparan ini dimaksudkan sebagai salah satu pertimbangan terkait bagaimana menyusun dan merumuskan beberapa kebijakan dalam pendidikan, khususnya kebijakan pendidikan bahasa di era revolusi industri 4.0. Pembahasan utama diawali dengan menyajikan beberapa pandangan kritis ahli terhadap hakikat bahasa dan hubungannya dengan hakikat pendidikan secara umum. Pemahaman terhadap kedua hakikat ini akan menuntun pada pengambilan keputusan yang tepat dalam kebijakan pendidikan bahasa di masa yang akan datang. Pemahaman yang komprehensif terhadap hakikat tersebut memungkinkan pembaca, pengambil kebijakan, pengajar, dan pemerintah untuk terbuka pemikirannya dalam menentukan langkah- langkah kedepan dalam menyusun dan merumuskan kebijakan pendidikan khususnya kebijakan pendidikan bahasa. Analisa yang dikembangkan akan menjadi dasar fenomena pendidikan yang terjadi di setiap daerah baik lokal maupun nasional.

Kata kunci: bahasa, pendidikan bahasa, kebijakan bahasa

Policy formulation in education sepecially in language education is crucial in the era of industrial revolution 4.0. Indonesia as a developing country which has a variety of language in every sub districts is required to have a very strong policy in maintaining the rich of language in Indonesia. In the introduction of this paper, some of definitions of language are presented in forming the understanding of the key term in the further

discussion.

In this part of introduction, firstly, it discusses some of language definitions. The first definition comes from linguist Noam Chomsky, he describes language as the study of human speech, a new direction. One who studies a language means he/she is being able to produce an infinite number of sentences that never spoken before and understand sentences which never heard before. Meanwhile, Ferdinand de Saussure argues that written language exists for the purpose of representing spoken language. An image of a vocal sign is a written form of language. He also argues that language is a structured system of arbitrary signs. Moreover, other definitions about language can be summarized as follows:

Table 1. Language Definition

Definition	Sources
Language is a meaningful sound system that is used to communicate by a group of society.	Harimurti Kridalaksana (1985:12)
Language is an arbitrary sound system that is used by a group of people to collaborate, interact, and identify themselves. Kamus Besar Bahasa Indonesia (KBBI) (2001:88)	Kamus Besar Bahasa Indonesia (KBBI) (2001:88) Finoechiaro (1964:8)
Language is an arbitrary vocal symbol system that enables people in a definite culture background or people from another culture to study the culture system, to communicate and to interact.	
Language is a structured sound system or vocal sound sequences that is used in international communication by a group of people and in complete used to express something, event, and process around them.	Carol (1961:10)
Language is an arbitrary sound symbol system which is used by a goup of people as a tool of communication.	I.G.N. Oka dan Suparno (1994:3)

Language is an arbitrary sound symbol system that is used by a group of people to collaborate, interact, and actualise themselves.	Kamus Linguistik (2001:21)
Language is a communication among a group of people in form of utterances symbol produced by human speech tool.	Gorys Keraf (1984:1 dan 1991:2)
Language is tool to comprehend ones' thinking and feeling and also tool to express ones' thinking and feeling.	D.P. Tambulan (1994:3)

In a nutshell, based on some defintions proposed by some experts above, it can be concluded that language is sound system used to deliver meaningful messages or information in form of spoken and written.

LITERATURE REVIEW

The Nature of Language

Language is an arbitratry sound symbol system that is used by a group of social people to work together, to communicate, and to identify themselves (Kridalaksana, 1983). However, according to Derrida, a France philosopher, language is not simply arbitrary but fundamentally formed by written language, although spoken language is formerly formed in human brain through written process but it is invisible.

Language is a nation representation. It is used as a tool of people communication in order to work collaboratively, interact, and actualise themselves. Language has some characteristics, these are : language is a system; language is a symbol; language is sound; language is arbitrary; language is meaningful; language is conventional; language is unique; language is universal; language is productive; language is vary; language is dynamic; language is human.

It can be concluded that language is a

representation tool of social attitude, language attitude, and these applications are briefly reflected through language interaction as a tool to deliver information and messages.

The Nature of Education

Education is a process of human as he/she has birth on the earth. Education is a process in forming self-identity in the social relationship and interaction as a social creatures. Human shows his/her existence through education. In short, education is a process to humanise human for being able to interact in their social life.

The nature of education is formulated based on the view point about the nature of human being. It generally consists of two paradigms, namely: idealism of spiritualism and materialism. In idealism of spiritualism and materailism, the nature of human is seen through seeing ability as the representation of ideas, as proposed by Friedrich Hegel (Tilaar, 2016). In contrast, materialism sees human as not more than part of macro nature. This is simply part of material nature that sees realistic object which can be touched and formed through the power in the society. Education plays its role in controlling and changing both of those paradigms in order to see human as a part of society that has the same level. Thus, the policy formulation always prioritizes the equality and it does not cause differences even gaps.

Based on the paradigms and points of view, the goals of education process are education is a culture transmission process; education is a self-personality development; education is a character development and religious; education is the development of responsible citizens; education is

the media in preparing skilled and productive labors; education is a complete personal development; education is a process of forming new humans.

The Nature of Education in The Language Policy Foundation

The formulation of language policy foundation especially in language education is based on how the way of human nature is seen. The existence of human in the universe along with the perspectives of human subject is going to be the foundation in formulating the nature of education. In general, the policy interpretation is affected by the environment perspectives about human in function as a social members of the community who has a responsibility and good personality and noble character.

The purposeful of educational policy formulation determines the more explicit goall, either in the curriculum design or the target competence of the learners. Thus, the teaching method that is implemented is effective and efficient. Therefore, a humanistic of the nature of education enables the existence of teaching and learning interaction that humanizes humans, learners in this case. It strengthens education foundation.

RESEARCH METHOD

The paper proposes a qualitative descriptive data analysis procedure. The analysis on the phenomen happenned in the practical of language educational policy in some regions in Indonesia.

RESEARCH FINDINGS AND DISCUSSION

The Reality of Indonesian Education

As previously discussed, education is the tool to find self-personality identity and every citizen has the equalilty in receiving education guarantee as ruled in the government policy of Indonesia in the year of 2009-2014. It goes through the formulation of national education strategic plan in 2009-2014 as the fundamental regulation mandate of the 1945 Constitution, Chapter IV, Article 31, Verse 1-5 related to education policy direction. It reveals that every citizen has the rights for having good education; every citizen must propose elementary education and the government must pay for its cost; the government must do some effort in organizing national educational system: the state prioritizes the educational cost at least 20% from the state budget to meet the national education implementation; the government develops science and technology by upholding value of religion and national unity for the advancement of civilization and the welfare of humanity.

Related to the first verse, having good education as the civil rights is still not reached all regions in the country. As the program of 9 (nine) years compulsory education is planned to successfully run in 2008, but until 2006 there were lot of Indonesian people are failed in their elementary school.

Moreover, education access in order to meet the needs of completing elementary education and the government pay for it is still not successful accomodated in the rural area of Indonesia. The governments programs in providing free education in elementary school up to junior high school is failed because of some schools still collect fees in its implementation. It reasons on the needs of school to pay their employee and other factors in supporting school administration needs.

The government must increase school facilities and infrastructures in order to improve the accessibility of good education in every rural area of Indonesia. School buildings, teaching and learning supplies instead of teacher availability and quality must be taken into government's attention in order to improve national education criteria.

Curriculum content which accomodates the character education must be the primary focus in achieving the goal of national education to build the pious, good attitude and noble learners and always prioritize the moral and religious values. Indonesia as developing country and since its independence day has changed some regulation especially curriculum content. In the age of 67 years of its independence, Indonesia has changed the curriculum for 11 times started in the year 1947 up to 2013. However, what we need to look at is how curriculum change can bring a vision of the nature of education itself that must be achieved in accordance with the nature of humanity itself.

Moral deconstruction that occurs massively shows the fact that there are weaknesses in Indonesia educational system. Many essential things have been abandoned and may even be ignored by educators. Teachers are busy in pursuing curriculum targets and the increasing administrative burden that must be burdened by a teacher causes teachers do not have sufficient and efficient time to educate. This triggers increasingly narrow educational goals, so that the essential goals that want to form learners with a good

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(Elyza & Fauzia, 2020)

character are superficial.

The character of a human being, is closely related to the image of humans and society of the desired future in accordance with the objectives of national education. This means that a teacher must fully realize that the human being to be formed is the present human being and the future human being. Humans faced now are people who have individual, social, unique, and religious moral characteristics. Whereas the future people describe multidimensional ideal human beings, both concerning individuall, social, moral and diversity dimensions. So, by understanding the human type conceptually it will facilitate the formulation of educational policies that not only involve one aspect of his personality, but which including the whole, namely aspects of vertical, horizontal, ecological, and space and time dimensions, and are not intended only for certain groups of people , but education for all democratically.

The formulation of the nature of the subject of students who will be the target of teaching is the implication of the anthropological foundation for education and the stages of the development of logic, social, emotional, and personal become the main elements in the context of the implementation of education and learning. The formulation of educational goals which are based on anthropological foundation, will harmonically describe the people expected in the future, namely students as people of faith, piety, and noble character.

The Reality of Regional Language, National Language and Foreign Language

Indonesia as a pluralistic nation with varied cultural and linguistic backgrounds throughout the archipelago. As mentioned in the book of Language Policy Challenges in Multi-Ethnic Malaysia (2014: P.6) which states that Indonesia as a pluralistic country both region, ethnicity, and language has a variety of languages in communication. Indonesia is recorded to have 650 languages and dialects spoken by around 221 million inhabitants. This certainly becomes two funnels that are positive and negative in contrast.

On the positive side, Indonesia is known for the language richness of each ethnic and ethnic group, but on the other hand, negatively, the Indonesian nation must be able to unite with one language in the archipelago that shows its identity as a single entity, namely Indonesia. The toughest challenge is how the diversity of tribes and languages becomes a force that unites the Indonesian people with one national language, namely Indonesian which was pledged on the youth Pledge on October 28, 1928. This policy was reiterated at the opening of the 1945 Constitution Chapter XV, Article 36 which states that the Indonesia Language as a national language is the identity of the Indonesian people and nation, which has its own characteristics, which are different and not the same as other languages. As stated in Law Number 24 of 2009 Article 25 verse 2.

The local language as a characteristic of every tribe in Indonesia must also be preserved. Government policy clearly states that the obligation of the central and regional governments

is to foster, preserve, and develop Indonesian and regional languages as stipulated in Law Number 24 Year 2009. This is further strengthened in Law Number 20 Year 2003 concerning the National Education System - including Law Number 4 of 1950, Law Number 12 of 1954 and Law Number 2 of 1989 which became the forerunner of Law Number 20 of 2003 concerning the use of regional languages. It is regulated as a complement to the use of Indonesian which is required in the administration of national education in Indonesia. The protection of regional languages is based on the mandate of Article 32 verse 2 of the 1945 Constitution, which states that the state respects and maintains regional languages as national cultural assets

Protection of regional languages is based on the mandate of Article 32 verse 2 of the 1945 Constitution, which states that the state respects and maintains regional languages as national cultural assets. With that verse, the state gives opportunity and freedom to the people to preserve and develop their language as part of their respective cultures. Besides that, the state promotes Indonesia's national culture in the midst of world civilization by ensuring the freedom of the people in maintaining and developing their cultural values. The freedom granted by the 1945 Constitution does not mean freedom without restrictions because to a certain extent the development and use of local languages will inevitably clash with other provisions. For the purposes of statehood, the freedom of the use of the mandated regional languages will be clashed with the limits on the use of national languages. For the purposes of life and social relations, the freedom to use one regional

language must also respect the use of other regional languages. In other words, the freedom of use and development of regional languages in many cases must also not violate the existing "social" norms and legal norms.

To guarantee the harmonious relations of the Indonesian people over the use of their language, Article 36C of the 1945 Constitution mandates that the national flag, language and symbols, as well as the national anthem, must be regulated in a law. Specifically regarding the language of the country, the arrangements are set forth in Chapter III, starting from Article 25 to Article 45 in the law. Like the side of the currency, the regulation of the language of the country, certainly related to the regulation of languages that are not the language of the country, which in this case is in the form of regional languages and foreign languages. Regional languages are defined as languages that are used for generations by Indonesian citizens in regions within the Unitary State of the Republic of Indonesia. Meanwhile, foreign languages are given restrictions as languages in Indonesia other than Indonesian and regional languages. In Law Number 24 Year 2009, both local and foreign languages hold a supporting function for Indonesian. As a supporter, local languages and foreign languages can be used if the function of Indonesian cannot be carried out effectively.

RECOMMENDATION

The foundation of language policy that has been formulated in Indonesia, which began in the 1970s and it is based on national language politics and the decisions of the Indonesian Language congress. The birth of Law Number 24 Year 2009

on July 9, 2009 which is a draft of the language law recommendation as the politics of the National Language and the decision of the Congress. Thus, the law is used as the basis for the development, preservation and protection of languages, both national languages.

The law lays out clearly the role of the regions and the center in carrying out the responsibility of handling regional languages and literature based on articles 41 and 42 of Law Number 24 Year 2009. Linguistic support and resource support is needed to be able to coordinate effectively and efficiently in the implementation of the policy. Efforts to develop, foster, and protect regional languages and literature are carried out systematically. One of the ways in developing language is by developing more up-to-date vocabulary, strengthening and standardizing the language system, and developing the language harmony. In language development, efforts are made to improve the quality of language use through language learning and socialization of language to various levels of society. In addition, language development is also intended to improve discipline and the positive attitude of the community towards that language. Meanwhile, protection efforts are carried out by preserving and maintaining language preservation through research, development, coaching, and teaching.

The condition of language in terms of quality and vitality needs to be considered in the formulation of efforts to develop, foster, and preserve language. In 2002 and 2003, UNESCO with the help of an international linguist group established a framework for determining the vitality of language to help governments make language handling policies in their countries. The group set nine criteria for measuring language vitality. The nine factors used as a criterion for the vitality of a language are the number of speakers, the proportion of speakers in the total population, the availability of teaching materials, the language response to new media, the type and quality of documentation, language attitudes and government and institutional policies, the transition of the realm of language use, the attitudes of community members towards the language, and intergenerational language transmission.

Based on these criterias, language vitality is classified into six groups (Salminen, 1999), namely: (a) extinct languages, languages without speakers anymore; (b) nearly extinct languages, languages with up to ten speakers, all of which are of the older generation; (c) seriously endangered languages, languages with a large number of speakers, but their children no longer use that language; (d) endangered languages, languages with speakers of children, but which tend to decline; (e) potentially endangered languages, languages with many speakers of children, but those languages do not have official or prestigious status; and (f) languages that are not threatened (not endangered languages), languages that have transmission to a new generation that is very good.

The language in Indonesia has a very diverse number of speakers. The vitality of regional languages in Indonesia spreads from the safest to the most extinct. Among the languages in Indonesia, there are three languages with more than 10 million speakers, namely Javanese (84.3

million speakers), Sundanese (34 million speakers), and Madurese (13.6 million speakers).

The handling of regional languages is classified based on the grouping of the vitality of the language. Development and guidance is carried out on languages that are not threatened (safe), that is, the language used by speakers from the younger generation to the older generation is found in almost all domains, and for languages that have the potential to be threatened, that is, languages where the speakers of their children are still in great number of speakers, but the language has no official or prestigious status. Language in the second vitality can still be revitalized. By the development of the language, we will have an adequate corpus to express anything, have a good acceleration of the world of education and the development of science and technology, and can anticipate the emergence of new media. Coaching is done so that the language has good intergenerational transmission, both transmission through the world of education and transmission through interaction in the realm of the family. Including in the development and protection effort is to establish language status, optimize documentation, and foster positive attitudes of speakers.

There are two levels in the protection of a language, namely the level of documentation and the level of revitalization. Language protection at the documentation level will be carried out in languages where there is no hope of being reused by the community. Languages that are in danger of extinction and very diverse languages can only be protected by documenting the language before the language is actually extinct. The documentation is important to prepare the study material if one day it is needed.

Protection of the language that is still used by speakers of some young people in almost all domains or by all young people in the family and religion and customary activities are carried out through language revitalization for conservation. For the revitalization, a preliminary stage is needed. It includes of documentation, assessment, and preparation of revitalization materials, such as dictionaries, grammar, and teaching materials. For the language to be revitalized, an orthographic system must be prepared which allows the language to be accepted in new media.

In the case of literature, development will be carried out on the quality of literature and noble value. Such literature will also be supported by efforts to foster literary traditions among novice writers and literary lovers to grow properly. Oral literary protection is carried out to revitalize literature which only functions as a means of tradition, worship, or entertainment. Protection of written literature, both in physical form and the values contained, is carried out on literary works of noble value for actualization. Actualization means pouring in the actual form or adapting the work through literacy, language transfer, and contextual transfer into works, such as films, comics, or audio books.

CONCLUSION

Based on the review of the nature of language, the nature of education in language education policies, it can be concluded that awareness of the value of human nature as a subject or object of students will facilitate the

formulation of the nature of education itself. This certainly has fulfilled the link and match in the educational setting and of course in the achievement of national education goals that want cognitive, affective, and psychomotor achievement to work properly.

The process of educating a human being is a process to give meaning to himself and his environment. Humans in all their behavior is an interaction with each other (Tilaar, 2016: 21). So that every formulation of a policy foundation must be able to accommodate all human needs as social creatures and individual beings who can only develop in relation to and interaction with fellow human beings..

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