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Students' Attitudes Toward Local Languages: The Case Of Indonesian High School Students

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ABSTRACT: This study examines the status of Indonesian local languages, emphasizing their role in identity preservation and linguistic diversity across the archipelago. Despite their cultural significance, local languages often receive less appreciation than international languages, which are perceived to have greater socioeconomic value. Current research on Indonesian local languages is limited, typically focusing on linguistic aspects in isolation. This study takes a broader approach, considering factors such as pedagogy, employability, and publicity. A mixed-method approach was used, including questionnaires, interviews, and documentary analysis to gather data from 60 high school students. The results show that, despite the absence of local language instruction, students held positive attitudes toward their local languages and actively used them outside of school. However, regarding employability, students believed that proficiency in local languages would not significantly improve their job prospects. They also recognized the importance of local language visibility in media, as it could stimulate public interest and enhance the economic value of these languages. The study highlights the need for a more comprehensive understanding of the factors influencing local language use and its potential benefits.

Keywords: Indonesian High School Students, Attitudes, Local Languages.

INTRODUCTION

As a multicultural nation, Indonesia is blessed with hundreds of local languages representing the variety of its people (Collins, 2019, p. 104; Indonesian Institute of Sciences, 2015). However, the existence of local languages is currently endangered due to several factors, such as the perceived dominance of international languages (Crystal, 2003), the policy of the Indonesian national language (Coleman, 2016; Ewing, 2014), or language shift (Bowden, 2012; Cohn, A.C., & Ravindranath, 2014). In fact, local languages typically represent the people who live in an archipelago (Ewing, 2014; Nursanti, E. & Andriyanti, 2021). Culturally, language belongs to one of the cultural elements allowing the members of the cultural group to communicate (Crystal, 2003; Doobs, 1985). In sum, language is not only a medium for communication but also a set of

behaviors, norms, and cultural values which someone uses to construct one's self-identity (Dastgoshadeh, A., & Jalilzadeh, 2011, p. 660).

Admittedly, there have been some studies conducted on local languages or regional languages, particularly Javanese (Klok, 2019; Sadhono, K., & Rohmadi, 2014), Sundanese (Junawaroh, S., Sobarna, C., Wahya, & Riyanto, 2020), or local Malay (Bowden, 2012). Despite being significant, the above studies focus more on linguistic aspects rather than sociolinguistics. In fact, scholars have commonly acknowledged that the existence of local languages is also determined by sociolinguistic factors. In broad terms, Crystal (2003) assumes that there are some potent factors affecting the life and demise of languages, such as social, political, and economic factors.

In more precise manner, Coleman (2016) argues that *pedagogy* of local language matters. Pedagogical aspect generally covers two broad domains, namely macro, and micro domains. Firstly, in terms of macro domains, the pedagogy of local languages should be supported by an extensive policy allowing local language learning to occur in the classroom context effectively (Coleman, 2016). In terms of micro domains, the pedagogy of local languages should also be supported with sound modules, teaching materials, and effective teaching methods. Hinton (Hinton, 2011, p. 308) identifies that there are typically some problems faced in the local language pedagogy, particularly in micro domain applications, such as the rarity of the teachers and lecturers, the mediocrity of curricula, and the low quality of modules.

Secondly, *employability* is also essential as it can motivate those learning local languages to pursue higher degrees or maintain their local language mastery. Specifically, Klok (2019) points out that economic problem constitutes significant factor, which can significantly contribute to local language extinction. Her analysis is relevant to Crystal's (2003, p. 78), in which some of the most significant pressures for people to give in their local languages are political, social, and economic factors. In conclusion, scholars believe that social and economic factors (e.g., better employment opportunities) can motivate people to learn and acquire foreign language skills (Araújo, L., Da Costa, P.D., Flisi, S., & Calvo, 2015; Bühmann, D., & Trudell, 2008; Dörnyei, 1994).

Thirdly, *publicity* is essential as it can generate and arouse public awareness (Meriam-Webster, 2022). Unlike advertising, which is viewed as a purposefully-paid attempt, *publicity* is usually viewed as an attempt to employ editorial space in the media to arouse public attention. It is commonly conducted without or less identified financial sponsors (Eisend, M., & Küster, 2011, p. 3). The concept of *publicity* is used because it covers a much broader range than the advertisement. In short, the concept of *publicity* in the present study refers to any attempt by some people or organizations to bring local languages to the public's attention or scrutiny (Ehrenberg, A., Barnard, N., Kennedy, R., & Bloom, 2002; Eisend, M., & Küster, 2011).

The present study attempts to identify the local languages' potential survivability from broader spectrum covering pedagogy, employability, and publicity of local language. The choice of the high school students as the participants in the present study is essential as they constitute the next generation of Indonesia, to whom the local languages will be further communicated among the next generations, preserved, or even shifted to other languages.

The research questions are formulated as follows:

1. What are the students' attitudes toward linguistic diversity?
2. What are the students' attitudes toward their local languages?
3. What are the students' attitudes toward local language pedagogy?
4. What are the students' attitudes toward local language employability?
5. What are the students' attitudes toward local language publicity?

The role of language in external and personal domains

It is undeniably true that language is closely connected to culture (Brown, 2000, p. 64). Rosen (Oliverio-Olivieri, 2014, p. 11), for instance, exemplifies that language is an expression of culture with which someone can express themselves, solve a problem, and forge links with others. In a more specific manner, Doobs (1985) categorizes language as one of the cultural elements along with other elements such as beliefs, norms, values, and technology. Socially, language serves as a means of bridging communication activities among people within a specified group (Doobs, 1985). Personally, language serves as a means of communication between those living in the same familial circle, e.g., between children and their parents or caretakers. Slavin, (2009) Succinctly elaborates that "by the time the children enter their school, they have absorbed many aspects of the cultures in which they were raised, such as language, attitudes, ways of behaving, and food preferences." With the above assumptions, language not only serves as a means for communication among people but also as a means for shaping people's lives through their previous parental communication and nurturing (Bühmann, D., & Trudell, 2008).

In line with the above paradigm, Ball (2010) suggests that some years of using the children's first language or mother tongue are essential to support their growth and protect their rights. In the same vein, Wong Fillmore (1991, p. 325) warned that learning a second language or a foreign language at an early age can adversely affect the learners' first language. For instance, the children can forfeit their first language as they must continuously use the newly learned language, which is considered mandatory at their schools.

The plummeting of local languages and their determinant factors

Scholars have long suggested that some factors may contribute to the preservation or demise of local languages. Crystal (2003) suggests two significant factors contributing to the death of local languages. The first tangible factor is physical conflict, e.g., war. This physical conflict may lead to the demise of many people, thus leading to the extinction of their languages. The second is the intangible one. For instance, the people in one region may choose to adopt the new dominant culture, resulting in the gradual demise of their local languages. Despite the people's physical existence, their language will gradually perish as they do not speak it anymore (Crystal, 2003, p. 77).

Pedagogy of local languages

Another factor affecting the preservation or demise of local languages is the pedagogy of the language. The concept of *pedagogy* is used in the study as it covers a much broader spectrum than teaching. The concept of *pedagogy* in the present study refers to "the instructional techniques and strategies that allow learning to take place." It refers to the interactive process between teacher/practitioner and learner, and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment and the actions of the family and community)" (Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. & Bell, 2002, p. 10). Hamied and Musthafa (Hamied, F.A., & Musthafa, 2019, p. 313) consider that language policy in an Indonesian formal context primarily emphasizes Indonesian language as the language of formal pedagogy.

Even though article 32 of the constitution recognizes the potential for cultural diversity, Indonesian law 20/2003 article 33 clearly states that the Indonesian language is formally used as the only language for instruction. Coleman (2016) points out that with the application of the 2013 curriculum, the local languages become mere adjuncts as it does not require the school to offer the local language to their students. Consequently, local languages are commonly restricted to the non-formal domain (e.g., student-to-student or teacher-to-teacher interaction outside the learning process). Cohn and Ravindranath (2014, p. 134) hypothesize that there is a potentially declining trend of local languages due to the potential "trade-off between the number of Indonesian speakers and the number of local or regional language speakers."

Unlike the existence of local languages in Indonesia, which has received less attention from scholars, linguists, or even policymakers, current studies in other countries indicate that the existence of local languages is deemed essential to support children's learning process (Bühmann, D., & Trudell, 2008). Scholars (Ball, 2010, p. 2) confirm that the use of local languages for children in primary school is beneficial. Some potential benefits are allowing children to participate and succeed at school, enabling the students' parents to support and communicate their children's learning process with the teachers more intensively, allowing the disadvantaged groups and distinct sexes to participate more actively in the learning process, and so forth. In sum, Buhman and Trudell (2008, p. 5) assure that the use of local languages, which partially constitutes the learners' mother tongues or their first languages, is proven essential to support the children's effective learning.

Employability of local languages

Employability commonly refers to a person's ability to gain and maintain employment (Ji, 2018, p. 31). The present study's more straightforward concept of *employability* focuses on the student's ability to secure employment. Fulgence (2015) suggests that "employability" is gaining more popularity now, as most higher education programs will be evaluated based on their student's or graduates' ability to find work after graduation. Regarding local language employability, the most significant job markets for local language graduates come from formal schools. Based on the previously adopted language policy, local language graduates were commonly employed as local

language teachers at schools, starting from elementary to high school. Given with the newly adopted curriculum from the elementary to middle school context, which dispenses local languages, the students taking local languages in higher degrees will probably not be able to work as permanent teachers in the schools anymore. It has likely impacted on the students' motivation to learn local languages in the university level as well.

Unlike local languages, foreign languages are still considered more essential by the schools, particularly to those operating national plus or international curricula. This trend not only occurs nationally but also in global context. In the European context, Araújo et al.(2015) find that knowing one foreign language, two or more, or being proficient in the best-known languages is positively related to employment chances. Likewise, some Asian languages have also gained importance. The continuously increasing trend to learn Mandarin in African schools, for instance, is commonly triggered by the epistemological belief that this language can help learners get better employment (Zhong, W., Muyunda, G. & Cheng, 2021). The increasing awareness of learning foreign languages has triggered worldwide pedagogical policy requiring the schools to provide more foreign languages for their students.

Publicity of local languages

The next factor affecting the popularity of local languages is *publicity*. The concept of *publicity* refers to the simple concept offered by Ehrenberg et al. (2002, p. 7), indicating the attempt to gain public attention. Merriam-Webster (2022) defines *publicity* as attracting public interest or disseminating information or promotional material, paid information, and public attention or acclaim. Based on the two concepts above, publicity can be categorized as an attempt to arouse public awareness about a particular thing or an entity. Admittedly, local language publicity is not commonly used in language analysis. However, in many other disciplines (e.g., marketing and public relations), publicity has been one of the scholars' concerns.

Publicity is sometimes considered to have a more significant impact on raising people's awareness than advertising (Eisend, M., & Küster, 2011, p. 6). Since local languages are not commonly used in commercial advertising, the term "publicity" is used in the present study. However, in some instances, the local languages are partially incorporated into specific events, such as local music performances or song contests. With regards to Indonesian local language publicity on national TV channels, Putri et al. (2018, p. 24) identify that most national TV channels do not care about local culture programs since they are not economically profitable. Until now, Haryati (Putri, D.H., Rianto, P., & Felani, 2018) has indicated that local or cultural programs are only the concerns of local TV channels, as they focus on the locality of their viewers.

Bogaerts (2017) corroborates that the need for more funding and quality content is among the problems the local television industries have to solve to portray their local content successfully. Sundari (2020) examines how the public figure's popularity generally determines local language publicity. In her study, she identified that one of the most substantial aspects of Javanese's promotion as a local language, for example, was supported by the late Didi Kempot, an iconic Javanese singer who was widely accepted by most Indonesians regardless of their races.

Analyzing attitudes as a possible psychological tendency

The concept of attitudes is defined differently by different scholars (Ajzen, 2005; Baker, 1992). Baker (1992) defines attitude(s) as "a hypothetical construct used to explain the direction and persistence of human behavior". Scholars (Habyarimana, 2015) divided attitudes into three components: cognitive, affective, and conative, or behavioral. Similarly, Baker (1992) separated attitudes into three concepts: cognition, affect, and readiness for action. The cognitive element refers to the person's beliefs or thoughts; the affective element is feelings about the "attitude object." Lastly, the conative element or action or behavior refers to a predisposition to act in a certain way or is termed "readiness for action" (Baker, 1992, p. 13). The following figure indicates the three components of attitudes (Firwana, 2010, p. 22).
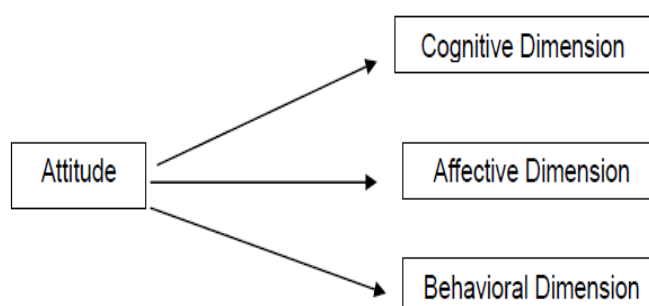
Several scholars have analyzed students' attitudes toward languages and other numerous aspects (Yu, 2010). Almahmoud (2012) confirms that investigating language attitudes is one of the interests of sociolinguistic studies. He believes extensive research into language attitudes could be conducted on a micro and macro scale (Almahmoud, 2012, p. 18). The micro-scale can benefit the researchers in that they can see the relationship between attitude intensity and the learners' accomplishments (Almahmoud, 2012, p. 28). On the other hand, at the macro scale, investigating language attitudes also allows the researchers to figure out the present language context and its position in the future (Almahmoud, 2012, p. 29). In sum, language attitudes, which belong to sociolinguistic study, can encompass various topics, such as attitudes toward language variation, dialect, and speech style; attitudes toward learning a new language; attitudes toward a minority language; attitudes toward language groups, communities, and minorities; and so forth (Akbar, 2007; Baker, 1992).

METHOD

The present study was conducted using a mixed method. It is a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches. For instance, a researcher may use qualitative and quantitative viewpoints at the same time in data collection, analysis, and inference techniques to improve the breadth and depth of understanding and corroboration (Johnson et al., 2007, as cited in Creswell, J. W., & Plano Clark, 2018, p. 4). Regarding the above concept, some instruments were used to analyze the present study's findings: 1) Questionnaire, 2) Interview, and 3) Documentary Analysis. Employing several

instruments was primarily aimed at allowing the researcher to access more detailed data, resulting in more valid and reliable findings.

Participants

The number of participants in the present study was fifty-six high school students. The students were conveniently recruited from the classes of active students from the first, second, and third grades of the eighth state high school in Tangerang, Banten Province, Indonesia. Fraenkel et al. (2012) define convenience sampling as a group of individuals who (conveniently) are available for the study. Regarding the current study, the choice of eighth state high school located in Tangerang was deemed the institution that is conveniently available to support the researcher's research project.

The participants were recruited, and the data was collected on one day (Monday, June 6, 2022). During the data collection, the students were divided into two classes, with one teacher accompanying each class.

Table 1. Data of the Participants

Number of students	Class	School
25	A	High School 08 Tangerang, Indonesia
31	B	High school 08 Tangerang, Indonesia

Instruments

The researcher employed several instruments in the present study. Firstly, a questionnaire was administered to get the students' written responses on several issues, such as local languages, local language teaching, and the role of regional languages in supporting linguistic or cultural diversity. The advantage of questionnaires is that they can easily be mailed or administered to a large number of people at the same time (Frankel, Wallen, & Hyun, 2012, pp. 125–126). Given the limited choices that the questionnaire has, the second instrument (i.e., the interview) was employed. The researcher interviewed the participant selectively. The selection was based on the relevant information given by the participants.

The researcher also conducted a documentary analysis to obtain more detailed insight. Due to time constraints, the researchers could only access and analyze a subset of the total available data set on the Internet. The researcher specifically examined the government's higher education database, Pangkalan Data Pendidikan Tinggi Indonesia, abbreviated as PDDIKTI. This web is managed by the Indonesian Ministry of Education (https://pddikti.kemdikbud.go.id/). In addition, the researcher investigated Jobstreet (https://www.jobstreet.co.id/), which is widely known as the giant employment web catering to Indonesian job seekers.

Sources of data and research data

Scholars confirm that the term 'data' refers to the kinds of information that the researchers obtain on the subjects of their research (Frankel et al., 2012, p. 111). As this study aims to identify the students' attitudes, which constitute psychological tendencies, the data sources are the participants' responses. The basic assumption underlying the above concept is that the participants' responses can indicate their evaluative statements toward a particular object, thus indicating their attitudes. In this case, an attitude scale administered to the participant is then viewed as evidence of one or more underlying attitudes (Fraenkel et al., 2012, p. 126).

Given the potential limitation of the scales in acquiring the participants' attitudes, the researcher created some sections of the questionnaires with which the participants could provide their self-answers. Besides, the administration of the attitude-scale questionnaire, which was given to the students manually, allowed the participants to ask for more information on vague concepts they thought were unclear. Before the questionnaire administration and data collection, some brief information was also given to the students in both A and B classes so that the participants (i.e., high school students) were familiar with the concepts of local languages or linguistic diversity. In sum, the researcher collected the present study's data from a written questionnaire administered to the students directly after conducting their learning activities. The researcher only interviewed selected participants (i.e., mailed or text messages) to clarify their choices.

Data collection procedure

1. Before the study commenced, the researcher formally requested a written permit from the school's headmaster.
2. The researcher presented his research plan before the headmaster and some teachers teaching and assisting the study. The presentation was aimed at allowing the teachers to arrange the research schedule without disrupting the normal learning process.
3. The researcher conducted the second presentation before performing the data collection day in the students' classroom (Monday, June 6, 2022). The second presentation was done after students completed their learning activities on the same day.
4. After the briefing, the researcher and the class teacher recruited the students directly. The students were recruited conveniently. The term 'convenient' loosely referred to the student's availability to participate in the research (Frankel et al., 2012).
5. The researcher recruited fifty-six students and assigned them to two classes (A and B).
6. The researcher distributed the written questionnaires directly to the students' tables. This was done amid the physical distancing conducted by the school management.
7. Before filling out the questionnaires, some terms that could confuse the participants, such as diversity and culture, were briefly explained to the students.
8. The students filled out the questionnaire on their tables without having to put their names on it or consult with their other friends regarding their answers.
9. After completing the questionnaires, the students were requested to leave the room directly. The students were not allowed to discuss the results of the questionnaires with their friends.
10. The researcher and the class teachers collected the questionnaires directly.
11. The findings were tabulated manually and discussed with the school's teachers. In this case, the researcher and the teachers used only Excel calculations commonly used for percentages without incorporating other aspects, such as Median or Standard Deviation.

12. One day after the written questionnaire was administered to the participants, a partial confirmation/interview was conducted using written means. The interview questions were sent to the students or teachers via text or email.
13. The researcher also conducted a documentary analysis of some relevant Internet sources, such as the Indonesian Higher Education Database (PDDIKTI, 2022), the employment web (Jobstreet, 2022), and others.

RESULT AND DISCUSSION

The present study was conducted using a mixed method. It is a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches. For instance, a researcher may use qualitative and quantitative viewpoints at the same time in data collection, analysis, and inference techniques in order to improve the breadth and depth of understanding and corroboration (Creswell, J. W., & Plano Clark, 2018, p. 4). Regarding the above concept, some instruments were used to analyze the findings of the present study: 1) Questionnaire, 2) Interview, and 3) Documentary Analysis. Employing several instruments was primarily aimed at allowing the researcher to access more detailed data, resulting in more valid and reliable findings.

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The recruitment of the participants and the data collection was conducted on one day (Monday, June 6, 2022). During the data collection, the students were divided into two different classes, with one teacher accompanying each class.

Table 2. Data of the Participants

Number of students	Class	School		
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11. The findings were tabulated manually and discussed with the teachers at school. In this case, the researcher, along with the teachers, used only Excel calculation commonly used for percentage, without incorporating other aspects, such as Median, or Standard Deviation.

12. One day after the written questionnaire was administered to the participants, a partial confirmation/interview was conducted using written means. The interview questions were sent to the students or teachers via text or email.

13. The researcher also conducted a documentary analysis on some relevant sources on the Internet, such as the Indonesian Higher Education Database (*PDDikti*, n.d.), the employment web (JobStreet.com, 2021), and other relevant sources.

Students' attitudes toward linguistic diversity

No.	Items	Ya (Yes)	Tidak (No)	Ragu-ragu (Doubted)
	Attitudes toward linguistic diversity			
1	Menurut anda, apakah keberagaman bahasa yang ada di Indonesia itu penting? (In your opinion, do you think that linguistic diversity, which exists in Indonesia, is important?)	54 (96, 42 %)	1 (1, 78 %)	1 (1, 78 %)
2	Apakah anda merasa bangga dengan adanya bahasa-bahasa daerah yang beragam? (Do you feel proud of the diverse local languages in Indonesia?)	54 (96, 42 %)	1 (1, 78 %)	1 (1, 78 %)
3	Apakah bahasa-bahasa daerah/lokal tersebut erkaitan erat dengan budaya dan mencerminkan identitas daerah di Indonesia? (Do you think these local languages are closely related to the cultures and reflect the identities of the people in Indonesian regions?)	53 (94 %)	1 (1, 78 %)	2 (3, 57 %)
4	Menurut kamu apakah belajar bahasa asing dapat melemahkan bahasa daerah/bahasa lokal anda? (Do you think if learning foreign language can possibly undermine your local languages?)	5 (8, 92 %)	49 (87, 5 %)	2 (3, 57 %)
5	Bahasa asing apakah yang anda ingin/merasa tertarik untuk mempelajarinya? (What foreign languages interest you to learn?)	English: 41 (73, 21 %) Japanese: 15 (26, 78 %) Chinese: 13 (23, 21 %) Korean: 12 (21, 42 %) German: 4 (7, 14 %) Russian: 2 (3, 57 %) Italian: 1 (1, 78 %) Thailand:1 (1, 78 %) Dutch: 1 (1, 78 %) French: 1 (1, 78 %) Arab: 1 (1, 78 %)		

| 6 | Apakah bahasa daerah/bahasa lokal anda? (What is your local language?) | Sunda: 53 (94, 64 %)
Java: 4 (7, 14 %)
Batak: 1 (1, 78 %)
Padang:1 (1, 78 %)
Mandar:1 (1, 78 %) |

Students' attitudes toward local languages

Attitudes toward local languages				
No.	Items	Ya (Yes)	Tidak (No)	Ragu-ragu (Doubted)
1	Apakah anda menggunakan bahasa daerah setiap hari? (Do you use local languages every day?)	40 (71, 42 %)	15 (26, 78 %)	1 (1, 78 %)
2	Apakah anda bangga dengan bahasa daerah anda? (Do you feel proud with your local languages?)	55 (98, 21 %)	-	1 (1, 78 %)
3	Apakah anda senang menggunakan bahasa daerah anda? (Do you like using your local languages?)	55 (98, 21 %)	1 (1, 78 %)	-
4	Dengan siapa anda berbicara menggunakan bahasa daerah? (With whom do you communicate using your local languages?)	Society: 1 (1, 78 %) Family and friends: 55 (98, 21 %)		

Students' attitudes toward pedagogy of local languages

Attitudes toward local language pedagogy				
No	Items	Ya (Yes)	Tidak (No)	Ragu-ragu (Doubted)
1	Apakah bahasa daerah yang ada di Indonesia harus diajarkan pada pelajar Indonesia? (Should local languages in Indonesia be taught to Indonesian students?)	31 (55, 35 %)	8 (14, 28 %)	17 (30, 35 %)

2	Apakah di sekolah anda bahasa daerah/bahasa lokal diajarkan? (Is the local language taught in your school?)	5 (8, 92%)	50 (89, 28 %)	1 (6 %)
3	Apakah guru atau kepala sekolah di sekolah anda kadang-kadang menggunakan bahasa daerah dalam kesempatan resmi tertentu? (Do any of the school teachers or headmasters in your school sometimes speak using local languages on certain formal occasions?)	30 (53, 57 %)	16 (28, 57 %)	10 (17, 85 %)
4	Apakah bahasa daerah anda kadang-kadang digunakan dalam pertemuan tidak resmi di sekolah anda? (Are local languages sometimes spoken on non-formal occasions?)	41 (73, 21 %)	14 (25 %)	1 (1, 78 %)

Students' attitudes toward local language employability

Attitudes toward local language employability				
No	**Items**	**Ya (Yes)**	**Tidak (No)**	**Ragu-ragu (Doubted)**
1	Apakah anda tahu tentang universitas yang membuka jurusan bahasa daerah? (Do you know any universities offering new students local languages?)	25 (44, 64 %)	24 (42, 85 %)	7 (12, 5 %)
2	Apakah anda akan mengambil jurusan bahasa daerah di perguruan tinggi? (Are you going to take local languages in the university/College?)	9 (16, 07 %)	27 (48, 21 %)	20 (35, 71 %)
3	Apakah anda dapat bekerja dengan mudah bila mengambil jurusan bahasa daerah? (Do you think you will get the job more easily when you graduate from local language departments?)	16 (28, 57%)	5 (8, 92 %)	35 (62, 5%)

Students' attitudes toward local language publicity

No	Items	Sering (Often)	Jarang (Seldom)	Tidak Pernah (Never)
	Attitudes toward local language publicity			
1	Apakah anda pernah melihat iklan menggunakan bahasa/budaya daerah? (Do you ever see advertisements/commercials using local languages/regional cultures?)	12 (21, 42 %)	33 (58, 92 %)	11 (19, 64 %)

No	Items	TV/Radio	Media social (Social media)	Koran/Sumber tertulis lainnya (Newspaper/other written sources)
2	Dimana anda pernah menemukan sumber menggunakan bahasa daerah (misalkan: iklan, buku, majalah, radio, dsb.)? (Where do you find some sources using/incorporating local languages (e.g., advertisements, books, magazines, radio)?	16 (28, 57 %)	32 (57, 14 %)	8 (14, 28 %)

No	Item	Ya (Yes)	Tidak (No)	Ragu-ragu (Doubted)
3	Setujukah anda bila bahasa daerah dimasukkan dalam iklan untuk melestarikan bahasa dan budaya tersebut? (Do you agree that local languages are put in advertisements to preserve the languages and cultures?	43 (76, 78 %)	-	13 (23, 21 %)

No	Item	TV	Radio	Your own
4	Menurut anda media apakah yang paling efektif dalam mempromosikan bahasa daerah? (In your opinion, what are the most effective media to publicize local languages?)	26 (46, 42 %)	6 (10, 71 %)	Newspaper:1 Social Media: 16 Poster: 2

Local language, diversity, and international language

The findings revealed most students indicated positive attitudes toward their local languages. Besides, they also perceived that their local languages were essential to support linguistic/cultural diversity. In terms of foreign language learning, the students perceived that learning foreign languages would not impact the survival of their local languages. The data also revealed that English was still one of the most preferred languages to be understood by the students. Based on further analysis, most students tended to have more than one foreign language to learn, e.g., English or Korean. The tendency was indicated by the number of preferred foreign languages that outnumbered the participants. This finding confirms the hypothesis that Indonesian people are naturally bilingual or multilingual (Zein, 2018). It is also important to note that the data tabulation was conducted manually, so it was impossible to provide a much more precise elaboration on this matter. Further study can be done through computerized tabulation to indicate more detailed findings.

This finding confirms the previous hypothesis that learning foreign languages will not impact the learners' local languages (Ball, 2010; Cohn, A.C., & Ravindranath, 2014). The more languages the learners master, the more it will positively affect their cognitive capacities and metalinguistic awareness. Bilingual children can develop cognitive flexibility and metalinguistic awareness earlier and better than their monolingual friends (Ball, 2010, p. 19). Despite the above benefits, Langeloo (2020) identified that multilingual and monolingual children tend to benefit most from individual teacher-child interactions that are relatively frequent and complex. In other word, the children will probably show the most development when highly engaged in their educational activities.

Langeloo (Langeloo, 2020, p. 134) further confirms that the nature of children's differences is more subtle and complex than the label "multilingualism" suggests. Therefore, it is essential to adapt learning opportunities to a child's needs rather than their language background. Despite the above differences, being multilingual in the future is inevitable. Undoubtedly, humans will be more actively communicating with those having diverse linguistic and cultural backgrounds, so acquiring and mastering the other language will be of benefit. In other words, mastering other languages may constitute someone's appreciation for others who belong to different linguistic/cultural communities, which is undoubtedly essential for peaceful coexistence (Ball, 2010).

Local language pedagogy

Despite the students' positive attitudes, the fact indicated that local languages are not formally taught to them. Further written confirmation from the teachers confirmed the exclusion of the local languages, implying that they are only used for communication between teachers and their students after or outside the school learning process. Even though the local language (Sundanese) is used occasionally in class, Indonesian is the most commonly used medium of communication. According to the teacher, the exclusion of local language from the school curriculum is based on the ministry of education policy, which lists local language only as local content, allowing the school to exclude it from their learning syllabus.

This finding is relevant to Coleman's (2016) analysis, which suggests that local languages in Indonesia are considered a secondary subject, thus allowing the schools to scrap this lesson from

their curricula. Concerning the exclusion of local languages from the Indonesian formal context, Coleman (2016) and Bax (Bax, 2010) have strongly warned the Indonesian government not to exclude local languages from the Indonesian formal context, as this may undermine the existence of the local languages. The present study's finding is also relevant to Seha and Fatonah's study (2020), indicating that the teaching of local languages in Islamic schools in Pandeglang, Banten Province, is only offered at the elementary school level. In junior high school, local languages are only given a tiny portion, while at the high school level local languages are no longer offered (Seha, N., & Fatonah, 2020).

Further documentary analysis conducted on the government's higher education database (*PDDikti*, n.d.) conducted between August 20-26, 2022 indicated that local languages were also neglected in higher education or tertiary level. Of the two state universities operating in the capital city of Indonesia (i.e., the University of Indonesia and Jakarta State University), only the University of Indonesia still offers a local language program to its students. It is also found that Javanese is the only local language offered to the students. Some more local languages, which are culturally embedded and communicated among the people in Java Island, such as Sundanese and Betawinese, are excluded from higher education curricula.

Despite extensive exposure on television and at other cultural events, Betawi is the local language that is never accommodated in a higher academic context. Betawi belongs to the native Jakartans, who are currently living in the capital city of Indonesia. Likewise, of the eight privately funded universities operating in Jakarta (i.e., Bina Nusantara University, Gunadarma University, Atma Jaya Catholic University, Darma Persada University, Krida Wacana University, Al Azhar University, Indonesia Christian University, and Esa Unggul University), none of them is willing to accommodate local languages in their programs. These highly accredited universities opt to provide more foreign languages to their students, with English being the most popular program taken by newly registered students (*PDDikti*, n.d.).

Table 3. Undergraduate Language Degrees offered by state Universities operating in Jakarta

Literature/Education departments	Number of students
Arabic	771
Indonesian	591
Japanese	589
German	604
English	561
French	456
Chinese	425
Dutch	236
Russian	234
Javanese (Local language)	224

Table 4. Undergraduate Language Degrees offered by private universities in Jakarta

Language Literature/Education departments	Number of students
English	3239
Arabic	253
Chinese	523
Japanese	1581

It is important to note that the above data is manually calculated from some universities that are already rated B (good) or A (Excellent) by the Ministry of Education and are currently operating in Jakarta (*PDDikti*, n.d.). The researcher manually collected and tabulated the data from August 20-26, 2022. The collected data excludes other specifically language-oriented institutions, such as Foreign Language Colleges (Sekolah Tinggi Bahasa Asing) and College of Teacher Training Institutes (Sekolah Tinggi Keguruan Ilmu Pendidikan). These colleges also offer foreign languages, such as English and Japanese, as primary higher education programs. If the data were tabulated, the number of foreign language students could reach more than 5000 in the Jakarta area.

Admittedly, opening new university departments will be costly, and only state universities, which the government extensively funds, can do that. Therefore, it is reasonable if most private campuses offer programs that can make money to support their operations. However, the researchers perceive that it is still possible for privately funded universities and colleges to incorporate local languages into their foreign language departments as one supplementary subject as it will be relatively inexpensive. Providing local languages as an integrated subject in the universities' international language program can provide their students with more diversified skills and horizons. Regrettably, the so-called language program merely focuses on the global language capacities while ignoring the locals. The local languages, integrated with the student language program, can improve the students' appreciation for diversity in their own country and the world.

Local language employability

Despite their positive attitudes toward local languages, students' reluctance to pursue local languages in university may reflect their negative attitudes of potentially poor employability after graduation. In addition, the students' doubts about taking a higher degree in local departments may also indicate that they are not willing to have a career path in local languages in their future. The researcher's documentary analysis on the potential employability of local languages conducted on one of the largest employment platforms in Indonesia (JobStreet.com, 2021) conducted between August 20 to 26, 2022 indicated that there were very few job vacancies for local language graduates. On the other hand, job openings for foreign language graduates abound. It is also important to note that the meager jobs offered in the vacancies were only for Javanese language teachers. The other local languages (e.g., Sundanese) were not found.

Based on further analysis on the same employment web (JobStreet.com, 2021), it could be identified that English was still dominating the teaching vacancies (614 positions), followed by

Chinese (67 positions), Japanese (7 positions), and German (5 positions). The other translating positions were also available for foreign language graduates, mainly those mastering more than one foreign language, emphasizing Chinese language mastery. The increasing number of vacancies for Chinese translators in Indonesia probably denotes the vital role of the Chinese government in business ventures in Asian nations. Lastly, the top management position is available to those with English skills, while other languages are rarely found.

Despite being randomly analyzed, it could be proven that foreign languages have more versatility compared with local languages. The data indicated that only a few local languages (i.e., Javanese) are offered to the students, as indicated in the employment vacancies. In contrast, the other local languages, e.g., Sundanese and Betawi, are not offered in the teaching vacancies. It should be noted, however, that the above data was only taken from one employment platform (JobStreet.com, 2021); further studies may involve the government employment bureaus as well, as they have been the largest markets for local language graduates until now.

Local language publicity

In terms of publicity, most students perceived that local languages need more written/visual media portions. They perceive that local languages are mostly exposed through social media rather than TV channels. Further documentary analysis confirms the participants' arguments that some Indonesians socialize more actively using their local languages in their social media than ordinary media (e.g., TV, radio, and newspapers). Specifically, it is found that social media, such as Facebook, has some users who manage the group to communicate and share their local aspects (Face book, n.d.).

The students' perceptions toward the meager portion of local language publicity are relevant to the previous studies in that these local language programs do not make enough money for TV channels (Nugroho, Y., Putri, D. A., & Laksmi, 2013; Putri, D.H., Rianto, P., & Felani, 2018). Unlike the gloomy fate of local Indonesian languages, studies conducted in some European countries reveal that either local or international languages can be incorporated into advertisements, thus making local languages more economically valuable. Admittedly, international languages are more frequently used in advertisements since they help a broader audience to comprehend much better. However, current studies indicate that advertisements' success is also affected by other factors, e.g., figures, brands, or backgrounds (Hornikx, J., Van Meurs, F., & De Boer, 2010).

Ewing (Ewing, 2014) affirms that providing positive and attractive role models for using local languages that can appeal to young people is essential. It is possible to make local languages an attractive advertisement as long as it is packaged with other aspects, such as exciting role models or figures, attractive pictures, suitable brands, and relevant backgrounds. Admittedly, only some local languages can be exposed in national TV programs, mainly due to the famous figures that can successfully incorporate this local language into their popular songs (Sundari, 2020). In terms of written publicity, there needs to be more information on how both private parties and the government have done many publications in local languages. Until now, the data on the Indonesian

Publisher Association, or IKAPI, has only been about the classification of publication types, not language types (*IKAPI*, n.d.).

Breaking vicious circles through literature diversity

It is undoubtedly true that the attempt to preserve local languages cannot be made separately. Some simultaneous attempts should be made to break this vicious circle. In this case, the government can start from a pedagogical aspect by issuing a national policy requiring the whole formal school system across Indonesia to cater to the local languages (e.g., in elementary, middle, and tertiary education). With this policy, schools are expected to open new vacancies for local language teachers. If this continues, the Indonesian young people's motivation for learning the local language may continue to improve. So far, scholars confirm that humans' actions, including learning a language, will be closely related to external stimuli. In foreign language contexts, some studies and reports confirming the benefits of learning specific foreign or international languages have driven people to learn and master them (Dorney, 1994).

Unlike other foreign languages, which are also demanded in other professions or occupations (e.g., translation agencies, medical fields, law), the role of local languages is mainly related to regional identities, thus constraining local languages from becoming lingua franca. Therefore, the government's top-down policy is essential to allow the local languages to be accepted in a formal learning context from elementary school to the university, particularly for those serving language programs. If the formal acceptance continues, this will undoubtedly invigorate the local language professionals to grow.

Additionally, the Indonesian government should financially support those working in local languages/literature, such as teachers, lecturers, researchers, book writers, or advertisers, to motivate them to continue preserving these invaluable inheritances. In particular, the government may provide more diverse literature for public consumption. Linguistic scholarship has been very familiar with cultural and linguistic diversity, but literature diversity has yet to be studied. It is certainly not enough to document local languages (Sitokdana, M.N.N., Tanone, R., & Tanaem, 2019; Upadhyay, R.K., & Hasnain, 2017) or to use local languages to preserve local languages (Crystal, 2003, p. 1).

More is needed to allow local languages to be in public domains to make them economically valuable. Exposure of local languages through literary works to incorporate the variety of literary works derived from local languages can also be done, as this will likely provide people with new interesting figures and stories to appreciate. Accepting these literary works will probably invigorate the writers and those involved in local language publications to make money. The world's people's proclivity to communicate more through written means than oral means can also serve as a foundation for encouraging more diversity in literature among the world's people. The increasing popularity of literary works written in local languages will probably drive business people to advertise their businesses in local language settings.

The challenges persist; until recently, most publishers are only willing to publish literary works primarily written in specific languages and warrant a higher financial return than locally written publications. Besides, the locally written stories will have very limited audiences, except those accompanied by national or international translation text. It is, therefore, essential for the government or multinational companies to support the publicity of local languages by either encouraging the publication of locally written publications or introducing them to a much wider audience, e.g., through poems, short stories, or even by incorporating them into their commercials. Incorporating local languages in both written and visual media can probably arouse people's interest in preserving local languages and help them appreciate them as a means of supporting their welfare.

CONCLUSION

The development of human communication has challenged people to master not only one language but more than one. It is inevitably true that learning more languages or becoming multilingual is a must to stay caught up to the dynamic changes of global communication. Besides the continuous debate between preserving local languages and accommodating foreign languages, globalized communication has started challenging people to equip themselves with more language mediums to create better networks. Therefore, it is fair for all relevant stakeholders, particularly those managing formal or language pedagogical fields, to promote more bilingual and multilingual language paradigms to help people improve their versatilities.

It is inevitably true that Indonesian people are naturally multilingual. As a result, incorporating foreign languages alongside local languages, or vice versa, will allow Indonesians to be more adaptable and appreciative of those from different backgrounds and more confident in viewing themselves as equal partners in the world of mutual coexistence. Furthermore, with the increasingly intensified conflicts among countries, mastering foreign languages may also constitute an alternative for opening much wider communication channels for those living in a continuously competitive world.

Suggestion

The present study employs a mixed method. Despite employing more instruments, the present study only recruited students whose language background is relatively the same, namely the Sundanese language, as most students belong to the Banten/West Java residents. The research venue, which was conducted in a government high school, might have affected the students' attitudes toward cultural diversity. Further study on the students' attitudes can be conducted in a privately funded school, particularly in those serving a more foreign or international language program, so that the students' attitudes toward local languages can be identified more objectively. Besides, the number of participants in the present study was relatively limited due to the school policy requiring all academic activities to be done within a certain distance. Further studies may

involve more participants in government-funded or privately funded schools to warrant more valid and reliable findings.

The data analysis in the present study was limited to a single source, PDDikti (Indonesian Higher Education Database Portal), the only government web database on higher education in Indonesia. This web can change due to some factors, such as a change in the number of active students, a student moving to another program, or a university administrator who may have yet to upload the most recent data on their students. Further data analysis on the government's higher education portal data (PDDikti) should involve more relevant officers, as they are the only ones in charge of the actual data of the students in higher education, including in local language departments. Lastly, the tabulation in further study should entail more accurate calculation, such as using SPSS, or other software to identify more specific figures.

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