

Language Attitudes of Members of the Lampung DPRD Education Commission and Their Implications for the Use of Indonesian in Education Policy Products

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ABSTRACT

Objective: This study aims to describe the language attitudes of the members of the Regional House of Representatives (DPRD) Lampung Commission V in the field of education during the 2014–2019 period and their implications for the use of the Indonesian language in educational policy products. **Method:** The research employed a qualitative approach with data collection techniques including questionnaires, observations, interviews, and documentation. The data sources consisted of the language attitudes of DPRD Lampung Commission V members and educational policy documents, particularly Regional Regulation (PERDA) No. 9 of 2016. **Results:** The findings reveal that DPRD Lampung Commission V members exhibited a positive language attitude with a 65% score, reflecting loyalty, pride, and compliance in using the Indonesian language. This positive attitude is manifested in the use of the Indonesian language in the formulation of educational policy products, as seen in PERDA No. 9 of 2016. **Novelty:** This research provides a novel perspective by linking the language attitudes of policymakers to the linguistic quality of regional educational policies, highlighting the crucial role of language in shaping effective and inclusive educational regulations.

INTRODUCTION

Language is a symbol produced by speech organs commonly used by society. Therefore, language is a very important element in the life of a nation and state. In addition, language also plays an important role in community life as a tool for communication between individuals. Almost all human activities use language.

One of the roles of language in society can be seen in the realm of law. Indonesian in the legal domain is also called legal language. Legal language has its own functions and characteristics, making it unique compared to other domains of the Indonesian language.

According to Hadikusuma [8], legal Indonesian is the specific Indonesian language used in legal theory and practice, in unwritten rules, in customary law or statutory law, and in legal writings or legal literature. Anything that is characteristic of law using language as its tool falls within the scope of legal language. Legal language is divided into two types: theoretical legal language and practical legal language. Theoretical legal language is scientific language used to study law as a branch of knowledge, while practical legal language is used in the legal norms that govern the lives of humans and society in general. The distinctiveness of legal language is most commonly found in legislative language.

According to Article 25 of Law Number 24 of 2009 concerning the Flag, Language, and State Symbols, as well as the National Anthem, which refers to Article 36 of the 1945 Constitution of the Republic of Indonesia, it is stated that Indonesian is the official language of the state, serving as a language of unity developed according to the dynamics of the nation's civilization. This law explains that Indonesian functions as the identity of the nation, national pride, a unifying tool for various ethnic groups, and as a medium of communication between regions and regional cultures.

Indonesian, as the official state language, functions as the official language of state affairs, the language of instruction in education, national communication, the development of national culture, business transactions and documentation, and a means for the development and utilization of science, technology, art, and mass media language. Furthermore, in Article 26 of Law Number 24 of 2009, it is stated that Indonesian must be used in legislative regulations.

The mandatory use of Indonesian in legislative regulations, especially those related to the authority and functions of the Provincial Regional Representative Council (DPRD), is mandated in Article 317 of Law Number 17 of 2014 concerning the People's Consultative Assembly, the People's Representative Council, the Regional Representative Council, and the Regional People's Representative Council. Among the powers and functions of the DPRD Lampung are to form provincial regional regulations together with the governor and supervise the implementation of regional regulations. The provisions of this law are related to the authority and functions of the DPRD Lampung.

According to Sasangka [25], any law or regulation in force in Indonesia is always used as a basis in the life of the nation and state. This is because legislation always contains three main provisions: provisions on regulation, prohibition, and sanctions. Someone who violates one of the regulatory provisions in a law is often said to have broken the law, especially written law. A person who has violated the law is the same as having violated the law.

The use of standardized language to ensure legal certainty in Law Number 12 of 2011 concerning the Formation of Legislation serves as a guideline as stated in the principle of clarity of formulation. The "principle of clarity of formulation" means that every regulation must meet the technical requirements for the drafting of legislation, namely systematics, word choices or terms, and clear and understandable legal language, so that it does not lead to multiple interpretations in its implementation [24].

The provisions in Chapter III on the Variety of Language in Legislation in Law Number 12 of 2011, in Annex 2, state that "the language of legislation is essentially subject to the rules of Indonesian grammar, including word formation, sentence structure, writing techniques, and the application of spelling. The language of legislation has its own characteristics, which include clarity or clear understanding, directness, standardization, harmony, and adherence to principles according to legal needs, both in formulation and writing methods." This explains that the language used in legislation,

or written law, is Indonesian, which must adhere to the rules of Indonesian grammar, including word formation, sentence structure, writing techniques, and spelling application. However, there is a subsequent statement emphasizing characteristics such as clarity of meaning, directness, standardization, harmony, and adherence to principles according to legal needs.

Among linguists and language teachers, this statement is actually a feature of effective language, meaning its structure must be clear, the form and choice of words must be direct, and the information conveyed should not be ambiguous. This aligns with what Arifin (2000:89) states, that an effective sentence is one that has the ability to provoke thoughts in the listener or reader similar to what is in the mind of the writer or speaker.

The Indonesian language used in legislation can be said to not only follow the rules of standard grammar but must also adhere to the principle of sentence effectiveness [25]. Meanwhile, according to Hadikusuma [8], one of the main requirements for a legislative product, including legislation, is that it uses clear language that can be understood by the public. This is because the public is the one who is affected by and must comply with the regulations, especially when the regulation involves sanctions, such as criminal sanctions. When formulating legislative provisions, clear and direct sentences should be chosen, meaning the sentences must be firm, clear, easy to understand, not convoluted, and objective. The formulated sentences should not cause misinterpretation or give different meanings to different readers. Legislative products must also avoid using terms with unclear meanings or those that create confusion within sentences. The terms used should align with efforts to define terms that deviate and those with commonly accepted meanings. Standard grammar, according to Khambali [11], plays an important role in expressing the existence of law based on the legal truth that needs to be conveyed with the inherent qualities of the law's essence.

The essence of law can be viewed from ontological, epistemological, and axiological perspectives. Ontological review discusses the existence of something (being) or its existence (existence) as the object being studied. Epistemological review deals with the conditions and principles that must be met by a particular object related to its method and approach. The influence and utility of an object are important for human life, while the axiological perspective cannot be separated from the issue of values that underpin and guide a particular object. These three perspectives provide the foundation for the ideal standard of grammar to be applied to ensure legal certainty and the legislative process in the formation of laws and regulations. This becomes the responsibility of legislators to interpret certainty, not merely having regulations in place but also ensuring that values are well applied.

The DPRD of Lampung, which handles education, has produced several legislative products in 2012, 2014, and 2016, including Regional Regulation Number 5 of 2012 on the Implementation of Education Based on Religion and Culture, Regional Regulation Number 18 of 2014 on Mandatory Twelve-Year Education, and Regional

Regulation Number 9 of 2016 on the Return of the Authority for the Management of Secondary Education (SMK/SMA) from the Regency/City to the Provincial Government of Lampung. These three policy products contain the language of legislation as stipulated in the formulation of legislative regulations according to Law Number 12 of 2011 in Chapter III on the Variety of Language in Legislation.

Legislation, as a policy, according to Donovan and Jackson in Keban [10], is explained as a policy that can be philosophically viewed as a product, a process, and a framework. As a philosophical concept, policy is a series of principles or desired conditions; as a product, policy is seen as a series of conclusions or recommendations; as a process, policy is viewed as a way through which an organization can determine what is expected from it in terms of programs and mechanisms to achieve its products, and as a framework, policy is seen as a process of negotiation and bargaining to formulate issues and methods of implementation.

Research on language related to regional regulations was conducted by Syahrul Udin in 2010 with the title "Analysis of Indonesian Language Errors in Regional Regulations of Bojonegoro Regency in 2010." In this study, Syahrul analyzed the language errors in the Bojonegoro Regency Regional Regulations based on errors in spelling, punctuation, word choice, sentence structure effectiveness, word forms, and the implications of these errors for their usage. Based on the research results, it was found that there were still errors in spelling and punctuation in the Bojonegoro Regency Regional Regulations of 2010. This happened because the designers or drafter of the regional regulations were reluctant to follow the standard spelling system (EYD). Additionally, the regulation still contained errors in word choice. This was caused by the absence of language experts involved in drafting and preparing the regional regulations.

In addition to Syahrul, other research on the language of laws has been conducted by Nurul Qomar and Hardiyanto Djanggih in 2017, titled *The Role of Legal Language in the Formulation of Legislative Norms*. This study concluded that legal science has its own language, namely legal language.

These studies serve as the foundation for the researcher in examining the legislative products (Legislative Products) produced by the Lampung Provincial People's Representative Council (DPRD). The legislative products produced by the Lampung DPRD are policies viewed as a series of conclusions or recommendations. Through the authority and functions held by the members of the Lampung DPRD, these policies are formulated as a series of conclusions or recommendations related to education policies, including the regulation of religious and cultural-based education, the regulation of twelve years of compulsory education, and the regulation of the return of the authority for managing secondary education (SMK/SMA) from the Regency/City to the Provincial Government of Lampung. The language used in these regulations adheres to the rules of standard Indonesian grammar. Regional regulations, as policies, are seen from the implementation process as a way in which the Lampung DPRD can determine what is

expected from the program and mechanism to achieve the policy products in the form of these three regional regulations.

Based on the Quality Map of Education in Lampung Province in 2016, published by the Ministry of Education and Culture's Educational Quality Assurance Agency of Lampung, the implementation process to achieve national education standards can be seen from the content standards. These content standards reveal the current state and recommendations for meeting quality, as shown in the following table.

The use of the Indonesian language in legislation also reflects attitudes, Fasold (2001:47) defines attitude as "a state of readiness; an intervening variable between a stimulus affecting a person and that person's response." Triandis, cited in Chaer [3], states that attitude is the readiness to react to a situation or event. This readiness can refer to mental or behavioral attitudes. Both of these views relate to the attitude of the members of the Lampung DPRD, seen as a readiness to act, a form of reaction due to a stimulus manifested in action/behavior in policy products in education through language attitudes.

Language attitude, according to Fasold (2001:148), refers to behaviors regarding how language is treated, including attitudes toward language planning and preservation efforts. According to Sumarsono [23], the relationship between language attitude and language use can be positive or negative. This statement shows that the relationship between language attitude and the use of Indonesian by the Lampung DPRD members in policy products can be analyzed through positive or negative language attitudes.

The use of Indonesian in regional regulations as policy products is seen as a series of conclusions or recommendations. Therefore, it can be seen that there are implications for the implementation of the twelve-year compulsory education program and the provision of primary to secondary education in Lampung Province. The use of Indonesian in the legislation as a policy product established by the Lampung DPRD is related to three characteristics of language attitude, namely (1) language loyalty, (2) language pride, and (3) awareness of language norms, as factors that greatly influence actions, namely language use [3].

Indonesian, with its many functions, shows that it is a complex language that can be used for specific purposes related to language use. One such use of Indonesian is in the legal domain, specifically in the creation of policy texts. Language in legal policy products cannot be forced to follow strict grammatical rules. For example, the object in the understanding of legal language is not the same as the object in linguistic understanding. On the other hand, Indonesian is the official language of the state and must be used in state documents. This is regulated in the mandate of Chapter XV, Article 36 of the 1945 Constitution.

Based on this constitutional mandate, there should not be any writing errors, whether in words, phrases, or sentences, in state documents. If such errors occur, they have the potential to obscure the actual meaning. Therefore, research on language attitudes among the members of the Lampung DPRD, particularly in the education

commission, which can produce policy products as part of the state's documents, is important to address any errors that may occur. State documents are essentially tools for communication between the government and the people, so even the smallest errors in writing should be avoided.

Special regulations regarding the use of Indonesian as the state language should be a particular concern for state institutions to always use Indonesian according to the established rules, especially in written language. However, this rule is not always implemented by state institutions, both at the central and regional levels. In practice, language errors in official documents from state institutions are still commonly found. The forms of language errors that can be found in these official documents are very diverse, such as errors in morphology, syntax errors in phrases and clauses, semantic errors, and errors in spelling. All these errors must be corrected according to the rules, especially in the official documents of government institutions as part of the implementation of the role of Indonesian as the state language. One of the government institutions targeted in this study is the education commission of the Lampung DPRD for the 2014–2019 period. The object of the study is the Indonesian language (both written and spoken) used in official and unofficial meeting situations (casual discussions outside the meeting room) and its relation to the policy products they create, namely Regional Regulation No. 9 of 2016.

The official language attitudes in government institutions, such as among the members of the Lampung DPRD Education Commission, should not be ignored. Correcting language errors in both written and spoken forms within government institutions can involve academic circles, particularly those with a linguistic background, such as lecturers, language experts, and other language enthusiasts. Involving academics in this way is necessary to obtain results that are accountable. This is the fundamental reason for conducting this research.

Another reason for this study is the assumption that the field of education has relevance to the field of law, particularly in terms of language. This relevance is marked by the content of the curriculum at various levels of education, whether in primary, secondary, or higher education. The education sector can utilize the results of this study to develop teaching materials for educational institutions at all levels. Additionally, government institutions at both the regional and central levels can use the findings of this research on the language attitudes of the members of the Lampung DPRD Education Commission for the 2014–2019 period as a reference when formulating official documents, such as regional regulations. This is done in order to fulfill the function of Indonesian as both the state language and the national language.

Due to the relationship between the use of Indonesian in legislation and language attitudes, the researcher is interested in studying "Language Attitudes of Members of the Lampung DPRD Education Commission and Their Implications for Language Use in Education Policy Products."

RESEARCH METHOD

This study employs a descriptive qualitative research design to explore the language attitudes of DPRD Lampung Commission V members in the education sector and their implications for the use of the Indonesian language in educational policy products. Primary data were collected through purposive sampling via interviews, observations, and documentation with DPRD members during formal and informal settings. Secondary data consisted of relevant educational regulations, specifically Regional Regulations No. 5 of 2012, No. 18 of 2014, and No. 9 of 2016. Data were analyzed inductively by categorizing, coding, and interpreting language attitudes and their impact on policy documents, ensuring data validity through **triangulation**.

RESULTS AND DISCUSSION

Language Attitudes of Members of the Lampung DPRD Education Commission and Their Implications for the Use of Indonesian in Education Policy Products

To understand the language attitudes of the Lampung DPRD members regarding the use of language in education policy products, the researcher used a questionnaire with 30 questions. This questionnaire was completed by 17 members of the Lampung DPRD Commission V, which oversees education-related matters. The language attitudes observed by the researcher were divided into three parts: language loyalty, language pride, and awareness of language norms. Language loyalty encourages people to develop their language, while language pride encourages people to use it as a symbol of identity and community unity. Awareness of language norms encourages people to use their language carefully and courteously.

1. Cognitive Component

According to Azwar (2005:25), belief comes from what we have seen and known, and this belief will continue to develop. Sears et al. (1994:138) add that, essentially, we have many thoughts and beliefs about something. Walgito (2003:111) states that cognitive factors concern how an individual perceives an attitude object.

2. Affective Component

This component concerns the emotions of an individual. This aspect is the deepest root of the influences that can change an individual's attitude. Sears et al. (1994:138) say that the affective component consists of all feelings or emotions that an individual has toward an object or event, particularly regarding their evaluation of it. Azwar (2005:26) states that, generally, an individual's feelings toward an object are largely determined by their beliefs. Therefore, if an individual tends to believe in an object, they will have a positive attitude toward it. Walgito (2003:111) mentions that the affective component is the one that determines the direction of the attitude, whether positive or negative.

3. Conative Component

This component involves an individual's tendency to behave toward a particular object. Sears et al. (1994:138) define this component as readiness. Essentially, this component includes forms of behavior that can be seen not only directly but also in the form of statements spoken by an individual.

Implications of Language Attitudes Based on Questionnaires, Interviews, and Observations in Education Policy Products (Regional Regulation No. 9 of 2016)

The implications of the language attitudes of the members of the Lampung DPRD Education Commission for the 2014–2019 period, based on the questionnaire, interviews, and observations, regarding the education policy product, specifically Regional Regulation (Perda) No. 9 of 2016 concerning the Return of Authority for Managing Secondary Education (SMA/SMK) from the Regency/City to the Provincial Government of Lampung, can be described as follows:

Based on the questionnaire, interviews, and observations, the sentence structure and word choice in the policy product (Perda No. 9) of 2016 are correct 60% of the time. However, there are still instances of incorrect capitalization, such as the word *Daerah* (Region) being capitalized when it is not at the beginning of a sentence and not followed by a name of the region, and *Warga Negara* (Citizens) not being capitalized when not at the beginning of a sentence or followed by a region name. The words *Menengah* (Secondary) and *Kewenangan* (Authority) should not be capitalized unless at the start of a sentence. Despite these issues, the overall structure, diction, and punctuation are correct 60% of the time.

Overall, based on the data obtained, it is evident that the language attitude of the members of the Lampung DPRD Education Commission for the 2014–2019 period reflects a positive attitude, with 70% of the responses showing a positive stance. This can be seen in the fifth paragraph of Regional Regulation No. 9 of 2016, as attached. However, the implications of the language attitudes of the members of the DPRD, even though they are positive, still require recommendations for improvement. It is suggested that, when creating and establishing regional policies, especially in education, more attention should be paid to the use of the Indonesian language, particularly for public figures such as the education committee members of the DPRD. The use of Indonesian should prioritize adherence to the mandate of the law and the Indonesian language institution's slogan: *Prioritize Indonesian; preserve regional languages; master foreign languages; love literature.*

CONCLUSION

Fundamental Finding : This study concludes that the language attitudes of the DPRD Lampung Commission V members in the education sector are generally positive, particularly in aspects of loyalty (70%), pride (70%), and adherence to language norms (65%) in using the Indonesian language within educational policy documents.

Implication : These findings imply that while members exhibit a favorable attitude toward the use of Indonesian, inconsistencies in orthographic accuracy, such as the

misuse of capital letters, could undermine the clarity and professionalism of legal documents, necessitating linguistic refinement in legislative drafting. **Limitation :** However, this study is limited by its reliance on self-reported data through questionnaires and observations, which may not fully capture the depth of language use in various legislative contexts. **Future Research :** Future studies should expand the scope by employing mixed methods, incorporating in-depth content analysis of policy drafts, and exploring the role of linguistic experts in improving the quality of legal language in regional regulations.

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