

THE IMPACT OF THE USE OF REGIONAL LANGUAGES ON INDONESIAN LANGUAGE LEARNING AT SMKN 1 LOKSADO

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This study aims to analyze the impact of the use of regional languages in daily life on Indonesian language learning at SMKN 1 Loksado. In a multilingual environment such as Loksado, where regional languages such as Meratus and Banjar are predominantly spoken, there is a shift in students' attitudes and understanding of Indonesian. The method used is a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study show that the intensive use of regional languages affects students' ability to speak Indonesian, both in terms of vocabulary, sentence structure, and pronunciation. Although regional languages enrich local culture, a balanced pedagogical approach is needed so that students are still able to master Indonesian properly and correctly.

Keywords: *regional language, Indonesian, learning, SMK, Loksado*

INTRODUCTION

Language is very influential in daily life. Along with the development of the increasingly advanced era of globalization, the level of language is also very important. But we see that now the regional language and Indonesian language are simultaneously communicating with each other. This phenomenon is very common in our daily lives among parents, but even worse for teenagers who have followed these dialects. Considering that this problem is not only faced by parents but has even influenced students.

Stated in the 1945 Constitution of the Republic of Indonesia, Article 36 reads "the language of the State is Indonesian". One of the functions of the Indonesian language is as the language of instruction in educational institutions, ranging from the lowest education (Kindergarten) to high school (SMA/SMK/MA/EQUIVALENT) throughout Indonesia, except in areas that are still relatively remote because the majority still use their respective regional languages as their mother tongues (regional languages) (Azizah, N., & Dewi, A. C. 2021). Regional languages are the supporting languages of the Indonesian language whose existence is recognized by the state (Riani, 2017).

Language is a means of communication between members of society in the form of sound symbols, which are produced by human speech devices. Language is also a

manifestation of human behavior, both verbal and written, so that people can hear, understand, and feel what is meant. The use of regional languages in official/formal situations in the learning process can cause problems, such as being difficult to understand by diidk participants who come from other regions and can cause misunderstandings (Candra Dewi, A., Amir, J., & Hamsa, A.2021). In addition, the use of regional dialects as spoken languages has an impact on the good and correct pronunciation of Indonesian even though it is still acceptable in terms of meaning. In the learning process, students should be able to use correct or standard Indonesian in discussing and interacting. This is regulated in the 1945 Constitution article 36 which states that "The State Language is Indonesian". Based on the observations that have been made by the researcher, it was obtained that the students at SMKN 1 Loksado come from various villages in Loksado District, Tapin Regency and Banjar Regency. They come from various different ethnic backgrounds, cultures, and regional languages (Dewi, A. C.2018).

In the learning process, they often combine two languages or mix codes when viewed from linguistic terms, namely Indonesian and regional languages when interacting with their friends and lecturers. This has actually come out of the provisions of the applicable rules or provisions (Dewi, A. C., & Jaya, H.2022). That the language used when in formal and official situations is standard or correct Indonesian.

Indonesian as a national language has an important role in the world of education. However, in an environment rich in regional language diversity such as Loksado, the use of mother tongue in daily life has an impact on students' attitudes and abilities in learning Indonesian. This phenomenon poses challenges for teachers in instilling the use of Indonesian in accordance with the rules, especially at the Vocational High School (SMK) level such as SMKN 1 Loksado. Therefore, this study aims to find out:

1. What is the level of use of regional languages by SMKN 1 Loksado students in their daily lives?
2. What is the impact of the use of regional languages on students' Indonesian language skills?
3. What is the teacher's strategy in overcoming the influence of regional languages in Indonesian learning?

IMPLEMENTATION METHOD

This study uses a descriptive qualitative approach. This approach is used to describe and analyze in depth the phenomenon of regional language use in students' daily lives and its impact on Indonesian language learning at SMKN 1 Loksado. According to Moleong (2017), a qualitative approach is used to understand social phenomena from the perspective of participants. The research was carried out at SMKN 1 Loksado, South Hulu Sungai Regency, South Kalimantan. The time for the research is planned for 2024, including observation, interview, and documentation activities. The subjects of the study are students of grades X and XI as well as Indonesian subject teachers at SMKN 1 Loksado. Informants were selected by purposive sampling, which was selected based on certain criteria, such as the intensity of the use of regional languages in daily life and active involvement in Indonesian language learning.

The data collection techniques in this study include:

1. ObservationConducted to observe student interaction in teaching and learning activities, both inside and outside the classroom, especially related to the use of regional languages and Indonesian.
2. InterviewsConducted in a semi-structured manner to students and teachers to obtain data on perceptions, experiences, and difficulties faced related to regional language interference.
3. DocumentationCollect documents in the form of student assignments, teacher notes, and relevant school documents to support data analysis.

Data analysis was carried out qualitatively using the model of Miles and Huberman (1994), which included three steps:

1. Data reduction – filtering relevant data from observations and interviews.
2. Data presentation – compiling data in the form of a descriptive narrative.
3. Conclusion drawing and verification – concluding the real impact of the use of regional languages on students' Indonesian language skills.

RESEARCH RESULTS

Based on the results of data analysis, data were obtained:

The use of regional languages at SMKN 1 Loksado is relatively high, especially in the context of informal communication between students and between students and the surrounding environment. Based on the results of observations and interviews, the majority

of students often use regional languages, especially Banjar and Meratus than Indonesian in daily interactions, both inside and outside school.

1. Use in School Environment

In interactions between friends in the school environment, especially during breaks or outside of class hours, students dominantly use the local language. This has become an inherent social habit and is considered more comfortable and reflects their local identity. In fact, in some cases, students spontaneously mix Indonesian with regional languages, resulting in a form of code-mixing and code-switching.

Example of a situation:

- Speaking about the project, he said: *"I was told to write a report, but I didn't understand the content of that article."*
(Mixed between Banjar and Indonesian)
- When interacting in the canteen:
"I want to buy pentol, but I don't bring money."
(Banjar language is dominant)

2. Use in Family and Community Environments

At home and in the surrounding community, the use of regional languages is increasingly dominant. Indonesian is rarely used except in formal contexts or when communicating with people outside the region. This habit strengthens the pattern of using regional languages from an early age which is then carried over to the school environment.

3. Factors Influencing the High Use of Regional Languages

- **Social and Cultural Environment:** Students grow up and grow up in communities that use regional languages as the primary language of communication.
- **Lack of Non-Formal Indonesian Exposure:** Outside of school lessons, students rarely use Indonesian in casual or non-academic contexts.
- **Group Solidarity:** Using the local language creates a sense of togetherness and familiarity among students.

4. Impact on Language Attitudes

Some students tend to think of Indonesian as a "school language" that is only used in lessons and official documents. As a result, they do not feel the need to master Indonesian deeply in their daily lives, which can have an impact on their low ability to write and speak in standard and formal forms.

The use of regional languages in daily life has a significant impact on students' Indonesian language skills, both positively and negatively. At SMKN 1 Loksado, where most students grew up in a Banjar and Meratus speaking environment, this impact is evident in various aspects of language skills: listening, speaking, reading, and writing.

1. Negative Impact

a. Language Interference

One of the most obvious impacts is **linguistic interference**, namely the inclusion of elements of regional languages into the use of Indonesian. This happens in various forms:

- **Pronunciation that is influenced by regional accents**, for example vowel pronunciation that does not match the spelling.
- **Sentence structure that is not standard**, because it imitates the syntactic pattern of regional languages.
- **The use of regional vocabulary in Indonesian sentences**, which interferes with the clarity of meaning.

Example of a student's sentence:

"I couldn't do that task because it was difficult." (Use of the word *kada* that comes from the Banjar language as a substitute for the word *not* in Indonesian)

b. Low Formal Writing Skills

The habit of using regional languages makes some students have difficulty in composing paragraphs or texts in standard Indonesian, especially when asked to write reports, official letters, or essays. Many students do not distinguish between informal spoken language and formal writing.

c. Difficulties in Speaking Official

Some students show a lack of confidence or confusion when asked to speak in Indonesian formally, such as during a presentation or speech. They tend to stammer and mix regional languages in delivery, which makes communication less effective.

2. Positive Impact

Although the negative impact is more dominant, the use of regional languages also has a positive side to the development of language skills, including:

a. Richness of Vocabulary and Nuances of Meaning

Regional languages enrich students' language experiences. They have a deep understanding of local meanings that can be used as capital in writing narratives, short stories, or poems in Indonesian with regional cultural nuances.

b. Language Awareness

If directed correctly, students become more aware of the differences between the various regional languages and the Indonesian language. This can be used by teachers to teach the comparison of structure, meaning, and appropriate use of language according to the context.

3. Implications for Learning

The negative impact of regional language dominance must be overcome with a learning approach that:

- Improve the practice of formal Indonesian orally and in writing.
- Using regional languages selectively as an understanding tool, not as the main language in the learning process.
- Encourage students' awareness of language use situations (formal vs informal).

The influence of regional languages on students' mastery of the Indonesian language is a challenge in the learning process, especially in areas such as Loksado which have a very strong social environment in local languages, such as Banjar and Meratus. Indonesian language teachers at SMKN 1 Loksado have an important role in bridging the use of regional languages and improving students' Indonesian language skills. Based on the results of observations and interviews, there are several main strategies used by teachers to overcome the influence of the regional language.

1. Use of Bilingual-Contrastive Approach

Teachers use a **bilingual-contrastive** approach as a first step to explain the difference in structure and usage between regional languages and Indonesian. Through this approach, teachers:

- Juxtapose sentences in regional languages and Indonesian to show grammatical differences.
- Provides examples of the use of words that are often misunderstood due to code mixing.

Example:

Pros: *"I was very impressed with the service."*

Indonesian: *"I want to learn."*

This strategy is effective in increasing students' linguistic awareness of the differences in grammar and vocabulary between languages.

2. Good and Correct Indonesian Modeling

Teachers consistently provide **examples of using Indonesian in accordance with the rules** in communication in the classroom, both when explaining material, giving instructions, and responding to students' questions. This attitude shows that Indonesian is not only learned, but also practiced in real terms.

3. Active Language Training

Teachers routinely provide **speaking and writing activities** in the form of:

- Group discussion in Indonesian
- Speech or presentation practice
- Writing reports, official letters, or other written works

This exercise encourages students to develop Indonesian language habits in a formal context, as well as enrich their sentence structure and vocabulary.

4. Strengthening Formal and Non-Formal Contexts

Teachers try to instill an understanding of the **social function of the Indonesian** language, namely as an official communication tool in the context of education, work, and government.

Through real-life examples such as job interviews, making cover letters, or project presentations, teachers emphasize the importance of using good and correct Indonesian.

5. Use of Contextual Learning Media

Teachers utilize learning media such as videos, news articles, short stories, and procedural texts in Indonesian that are in accordance with the local and vocational context. This helps students feel closer and motivated to understand the content of the text without relying on the local language.

6. Positive Regional Language Empowerment

Instead of banning the use of regional languages completely, some teachers use **regional languages as a learning resource**, for example:

- Comparing local rhymes with rhymes in Indonesian
- Translating local folklore into Indonesian

This strategy fosters a sense of pride in the regional language while encouraging students to master the Indonesian language in a contrasting and creative way.

a. High Frequency of Regional Language Use

Most students use regional languages (Banjar and Meratus) in daily interactions in the school and family environment. This affects their language habits, including in the learning process in the classroom.

b. Influence on Indonesian Language Skills

Several negative impacts were found, including:

- Difficulties in composing standard sentences
- Use of sentence structure typical of regional languages
- The pronunciation of words affected by local accents However, in some cases, students show a wealth of vocabulary and unique local meanings, which can be a potential for contextual learning.

c. Teacher Strategy

Indonesian language teachers use a bilingual approach, juxtaposing regional languages and Indonesian to explain the material. The teacher also emphasized intensive practice of writing and speaking in formal Indonesian.

CONCLUSION

This research focuses on the main problem regarding the use of regional languages in relation to the use of Indonesian, especially in SMKN 1 Loksado. Therefore, based on the analysis of the data presented in this study, we propose the following conclusions:

The level of use of regional languages by SMKN 1 Loksado students in daily life is very high, especially in informal communication. Although this shows the richness of local culture and social proximity, the dominance of regional languages has the potential to affect the development of Indonesian language skills, especially in academic and professional contexts. Therefore, efforts are needed to strengthen the role of the Indonesian language through a contextual and communicative learning approach.

The use of regional languages by SMKN 1 Loksado students has a complex impact on Indonesian language skills. On the one hand, interference with regional languages hinders the fluency and accuracy of the use of Indonesian in academic contexts. On the other hand, the local linguistic background can be used as a rich learning resource if packaged in the right pedagogical approach. Teachers have an important role in bridging this diversity of languages so that they do not become obstacles, but rather become a strength in learning Indonesian.

Teachers' strategies in overcoming the influence of regional languages include an adaptive, communicative, and contextual pedagogical approach. Teachers not only act as language teachers, but also as facilitators who bridge the two language cultures: the mother tongue and the national language. With an approach that respects students' linguistic backgrounds and emphasizes the importance of Indonesian mastery in academic and professional life, learning becomes more effective and meaningful.

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