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The Position of the Indonesian Language in the SPK School Language Policy Document: A Case Study of International Curriculum Schools

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Abstract

The Indonesian policy can make Indonesia the official language. Although Indonesian comes from Pasar Malay, through the Youth Pledge process, it can change its status to Indonesian. The implication of Indonesian as an official language is that it is used in education as the language of instruction. However, in Indonesia, there are types of schools with an international curriculum that use English. This study discusses the position of Indonesians in the global curriculum school language policy document. The research method uses content analysis that focuses on the position of the Indonesian language. This research uses Spolsky's language policy theory in the form of ideology, practice, and language management. The study results reveal that Indonesians still have an essential position in the language policy. Although English is the lingua franca, the primary language of instruction, and the medium of instruction, Sampoerna Academy still positions Indonesian as an essential language to be used and taught. This is in line with their ideology of upholding multiculturalism, multilingualism, and respect for the mother tongue. All the ideologies and philosophies of the language presented are also applied in language settings and practices.

INTRODUCTION

The planning line in the language policy positions Indonesian as the national language is considered successful compared to other countries (Hamied & Musthafa, 2019). For example, Belgium does not have a national language but uses three official languages: Dutch, German, and French (Wijana, 2018). India, predominantly Hindi, has yet to succeed in positioning Hindi as the sole official language. The other official language in the country of India is English, as well as 22 regional languages other than Hindi and 1600 dialects of Indian (Patel, 2023).

In the process of the birth of the Indonesian language, the Malay language was used as a lingua franca in various regions of Indonesia (Abidin, 2019). The Malay market language was spoken by most of the people living in Southeast Asia at that time (Novika Stri Wrihatni & Sutami, 2019; Putri et al., 2023). The Malay language functions as a lingua franca because it does not recognize social levels, such as Javanese, from the ngoko to the inggil level. In Sundanese, there are also rules in using it to be polite and on purpose, such as the term 'undak usu basa' in Sundanese (Abidin, 2019).

In subsequent developments, the Malay language received recognition, and the process of inaugurating the name into Indonesian in the Oath of Ease on October 28, 1928. Indonesian has a function in two critical positions, namely, the national language and the state language. The national language has a role as a symbol of national pride, a symbol of national identity, a language of unity from various tribes, and a language of communication (Imran, 2006). Indonesian as the state language is listed in the third point in the Youth Pledge, which reads, "Kami Poetra Dan Poetri Indonesia Mendjoenjoeng Bahasa Persatoen, Indonesian" became the first milestone of the birth of the Indonesian language (Rochmiyati, 2015). The implications of Indonesian as a national language can be seen from RI Law No. 24 of 2009 Chapter III Article 25, which states that Indonesian is the official language of the state, an introduction to education and communication at the national level. A country's language policy significantly impacts domains such as families, government agencies, and schools. The language of instruction for education in Indonesia is Indonesian. This is the same as Sweden, which implements a monolingual language policy (Karlsson & Karlsson, 2020a). The difference is applied to the Philippines, which uses English as the language of instruction in education, not Tagalog (Wijana, 2018).

Historically, schools in Indonesia have run the national curriculum and other curricula. One example is a religious-based school under the auspices of the religious department, such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah. There are also private schools that use the international curriculum. One type of school that applies English in teaching is SPK (Cooperation Education Unit) school. In the history of SPK school, this school is an international school that uses a global curriculum in learning. The use of the word global is abolished in the name of the school by the Regulation of the Minister of Education and Culture (Larasati, 2019). Indonesia's national language policy states that the language of instruction is Indonesian, which is the opposite of schools with an international curriculum. International schools use English in the delivery of learning materials. Meanwhile, the national language policy makes Indonesian the language of education and communication. Then, the problem arises of how the position of the Indonesian language in schools with an international curriculum is both in terms of teaching and use.

In SPK schools, guidelines in the use and teaching of language are accommodated in language policy documents. This language policy is the basis for the attitude of all school elements, such as principals, teachers, staff, and students in communicating. The formulation of the problem in this study is the position of the Indonesian language in the policy document of schools with an international curriculum? This study discusses the position of the Indonesian language in the SPK language policy document, which is an international curriculum school. The case study taken is the Sampoerna Academy (SA) language policy document. SA is a case study in this study because this school has five branches in Indonesia, namely Medan, BSD Tangerang, Sentul Bogor, Surabaya East Java, and Jakarta (Toruan et al., 2022). This school represents SPK schools because it has an overseas curriculum, namely Cambridge and International Baccalaureate (IB), in addition to the national curriculum (Nugraha & Maharani, 2023).

There are three components in a language policy (Spolsky, 2004a), namely practice, belief or ideology, and management or planning. Practice refers to the habitual pattern of language selection used repeatedly; trust refers to the view of language and language use; and management or planning refers to the attempt to modify or influence linguistic practice by a language intervention. Language management refers to using micro-unit language such as pronunciation, what letters are used, lexical scripts, a language, and the variety of languages used. Language management refers to the formulation and proclamation of the explicit

planning of what language is used in a formal text on the use of language. Meanwhile, the basis of the language used in a suitable speech community forms an ideology based on the prestige and value of the language itself. These ideologies and beliefs are achieved and influence the practice of language. This ideology is the basis of language management. The consensus on what language is used and designed is based on what ideology is applied in the language policy so that everyone can use the language as a habit (Spolsky, 2007).
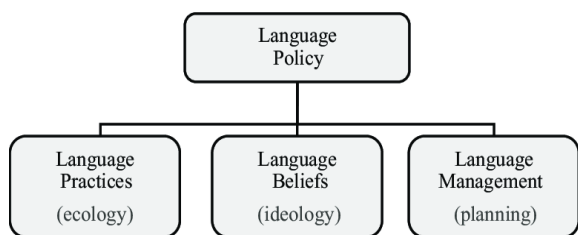

Figure 1. Spolsky Language Policy Theory (Spolsky, 2007)

Spolsky defined language practice as observable behavior, as well as what choices people make when speaking, what language they use, and how they do it. In addition, the prohibition and inadmissibility of a language is also included in language practice. A community and policy power holder has the beliefs and roles to practice their chosen language. According to Spolsky, language policy can be analyzed based on practice, ideology, and management. One of the domains that can be analyzed based on these three things is the family. The monolingual language policy for families will impact the monolingual language gap. In contrast, choosing which language is used for bilingual families is more about practice and ideology, while language management is less explicit. For larger domains, language policy can also occur in organizations such as religious groups, villages, cities, schools, and other education systems, as well as governments (Björkman, 2014).. Of all the domains for language policy, one of the most important is the school. When and where schools exist, they take over from the family the task of socialization, the main feature of which is to develop the language competence of the younger generation. Several fundamental questions arise regularly in language education policy.

Research related to language policy has been widely carried out in the context of Indonesian as a national language. However, research related to school language policy documents has not been found. Previous research on the analysis of language policy documents that have been carried out is "Language Policy as Frozen Ideology: Exploring the Administrative Function in Swedish Higher Education." The results of the research

(Karlsson & Karlsson, 2020b) The 15 campus policy documents reveal how the monolingual language policy in Sweden has been adapted to accommodate an internationalized, multilingual work environment. Analyzing the language's policy documents has revealed that policy formulation is problematic. Policies and practices conflict. For example, some campuses are internationalizing documents expected to attract non-Swedish language users to become multilingual universities. However, the use of language in the administrative process affects the language use of all staff and the limited recruitment process of teaching and research staff who use one language, namely Swedish.

Research within the scope of universities in Indonesia was carried out with the title Implementation of Language Policy in State Islamic University of North Sumatra (Nasution, 2017). The study concludes that the language policy is well understood according to the Regulation of the Minister of Religion Number 10 of 2016 in paragraph 4, which states that the introduction to learning is Indonesian. In addition to Indonesian, universities can use foreign languages as the language of instruction. The use of foreign languages was found in direct observation but was not dominant. Using foreign languages can sometimes be necessary and avoided depending on the agreement in certain situations. The terms used are sometimes English and Arabic, depending on the topic's context. Indonesian is used as a communication medium so that the teaching process runs smoothly and avoids language conflicts between lecturers and students to be more effective.

RESEARCH METHOD

The method used is qualitative with content analysis. Krippendorrff (in Zuchdi & Afifah, 2019) Explain that content analysis is a research technique to make valid and re-researchable inferences based on the context. The basic concepts of content analysis are data, data context, researcher knowledge, content analysis targets, inference, and validity.
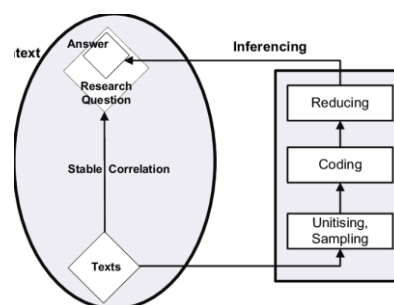

Figure 2. Model Analysis Content (Zuchdi & Afifah, 2019)

The author chose the language policy document data because the document is an official document that is the foundation of language teaching and language use. The language policy document data takes a case study on a document issued by Sampoerna Academy and is made by the curriculum coordinator. The language policy document is taken from the data of documents belonging to the Sampoerna Academy Jakarta school. The author obtained it from an online file of school data. The analysis in this policy document focuses on how the position of the Indonesian language in three essential aspects of language policy, namely practice, ideology, and management (Spolsky, 2004b). To find out the status of the Indonesian language in the language policy document in the SA, the author will focus on the document's content based on Spolsky's theory. Here are the steps taken by the author.
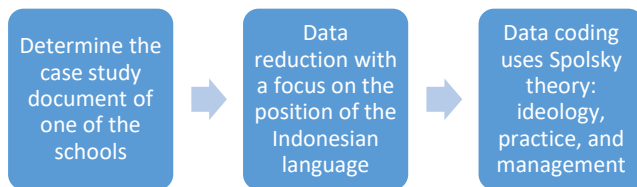

Figure 3. Research Steps

The research steps are as follows: The researcher chooses the context of the data, namely the language policy document because this policy regulates how language is taught and used in general. Then, the researcher focuses on the context studied, namely the position of the Indonesian language in the document. The researcher conducts analytical construction or coding of documents by focusing on the position of the Indonesian language based on Spolsky's theory. The analytical construction looks at how language policy documents align with Krashen's first, second, and language acquisition theory. After conducting the analysis, the researcher explained the results of the inference or conclusion of the position of the Indonesian language in the international curriculum school language policy document.

RESULTS AND DISCUSSION
Ideology (Language Belief)

Karlsson and Karllson explain that every effort in constructing a language policy document inevitably involves the ideological aspect of language (Karlsson & Karlsson, 2020b). Shohamy also thinks that the language policy document can be seen as a manifestation of the agenda of several ideologies documented through the document (Walsh, 2012). This can be seen from the promotion

of one or several languages that involve the power of a domain, one of which, according to Spolsky, is schools.

In the Sampoerna Academy (SA) language policy document, the ideological and philosophical foundations are on pages 1-3 as follows (Sampoerna Academy Language Policy, n.d.),. In rationale, explained: *At Sampoerna Academy, we understand that language is the key to our mission of preparing students for a global society with 21st-century skills intact. We want to ensure that students have an aptitude for creativity, collaboration, critical thinking, and communication. … Since multiple languages are spoken within the Sampoerna Academy community, this policy document seeks to establish the philosophies and understandings underpinning how language is taught and used at the school and provide direction for facilitating clear, professional, and inclusive communication among all community members. (p. 1).*

In this rationale, the school realizes that language skills are critical skills needed in the 21st century to develop critical thinking, communication, and collaboration skills. These skills are related to the skills created by the US-based partnership, which states that the competencies needed in the 21st century are The 4Cs: communication, collaboration, critical thinking, and creativity (Zubaidah, 2016). In this case, the school is well aware that language is the primary and crucial skill in developing all 21st-century skills, so it is a particular concern in the decision of their academic policy they make a language policy.

Furthermore, in the rationale, schools realize that this party uses many languages, so schools must regulate how languages are taught and used. SA respects the diverse languages and cultures of its school's multicultural community, so there is a need for a policy on how these languages are positioned. This is also explained in the regional section by mentioning the assumptions of this language policy.

In the ideological aspect, Sampoerna Academy School promotes multilingualism to support education in the 21st era. The school's power in promoting multilingualism impacts the position of these languages in teaching and use. SA respects the diverse languages and cultures of its school's multicultural community, so there is a need for a policy on how these languages are positioned. The position of the languages used is further explained in the rationale section.

The primary language of instruction at Sampoerna Academy is English

Bahasa Indonesia and Mandarin constitute additional languages of instruction

English is the accepted lingua franca at Sampoerna Academy

The majority of students at Sampoerna Academy have English as an additional language

The school recognizes and promotes the ongoing development of students' mother tongue

All teachers at Sampoerna Academy are inherently language teachers and are, therefore, bound by the terms of the school's language policy

The primary language instruction in this school is English. English is also the lingua franca in the school environment, although most SA students use English as their additional language. English here is an additional language, which can also be called a second (B2) or third (B3) language. The premise of this language policy binds teachers.

In language ideology, Spolsky explained that the prestige of language is the reason why it is chosen. Brown (2005) explained that English is used in the international curriculum as a consequence of legitimizing colonialism and building natural resources and strength. The development of English as an international language cannot be separated from linguistic imperialism from the spread of English as an International Language (EIL), which uses English as a learning medium.

Of course, English is a medium of learning and a language of communication because of the school's vision, namely, "Sampoerna Academy graduates will assume leadership roles in a global society." The concept of a global society that makes English as a supporting skill. The school's mission, which is "to provide a safe, caring, and collaborative learning environment that is of the highest quality and meets global expectations for student achievement and character development," is also related to the fulfillment of global expectations, one of which is the mastery of English as an international language.

Furthermore, the problem is the position of the Indonesian language in the ideology of the Sampoerna language. The rationale section explains that Indonesian is an additional instruction language besides Mandarin. Indonesian is also the first language of most students in SA, implicitly obtained from the explanation that most students use English as an additional language. Referring to the data on the number of SA students on the internet, the most significant number of

students at Sampoerna Academy comes from Indonesia.

Figure 4. Sampoerna Academy Student Data in Indonesia (Nugraha & Maharani, 2023)

Furthermore, Indonesian became the first language used in the Skyward school assessment site data. In the skyward, a student's biodata is taken from the admissions department when the student enters the school. On the site, they provide a choice of the first language, Indonesian or American English. The sample was taken from class 7S. From 7S, it can be seen that ten out of fifteen students speak Indonesian as their first language.
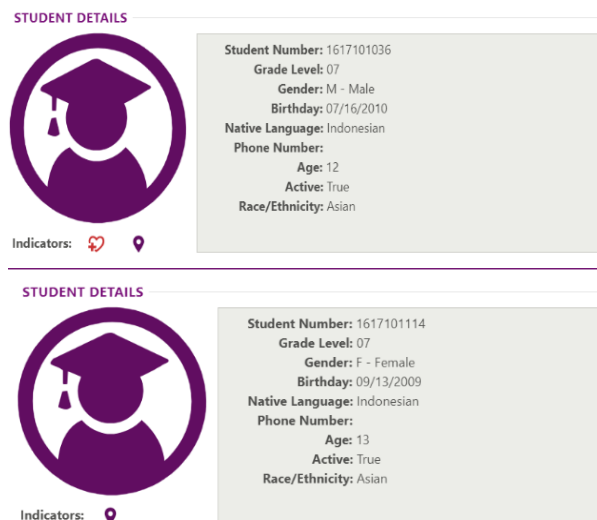

Figure 5: Student Data System on the Skyward System Site

The premises mentioned in the rationale section led this school to create a philosophy in the language of SA. In this section, SA realizes that all languages are valued and upheld by the school, including its culture. They also believe that multilingualism is no longer a luxury.

Multilingualism is needed by a global community that speaks more than one language.

About these many languages furthermore, in developing the language skills of its students, SA focuses on maintaining the mother tongue of students, most of whom are Indonesian. They argue that "mother tongue must be developed alongside additional languages as this promotes respect for an individual's cultural identity, language, national values and allows a respect for cultures different from their own." Mother tongue shapes a person's personality through language, nationalist values, and respect for other cultures by reflecting on one's culture. Language development should also not replace their mother tongue with another language. This is in line with the statement of Dr. Mustafa, director of the SA 5 Branch, "Sampoerna Academy, with its complete pathways from playgroup to high school, is the proof of the international education system with local values, Indonesian cultural values." (Sampoerna Academy, 2019).

Ecology (Language Practice)

SA makes arrangements in their language policy philosophy in the "Language Pathways: Practices at Sampoerna Academy" section. Practice refers to the habitual pattern of language selection whose use is repeated. Language practice also includes the selection of which attitudes are used and which are not, what is done, and what is not done.

In elementary school, English is the language of instruction in the teaching and learning process. Mandarin and Indonesian are taught from kindergarten to grade 6. SA uses English as a medium, and offering English in other subjects, such as Indonesian and Chinese, is impossible. The retention of students' mother tongue is maintained through teaching Chinese and Indonesian, which are still taught from kindergarten to grade 6.

When placing students in the classroom, SA focuses on their native language. In the quote: "We aim to place children in classes with other children who speak the same languages they do whenever possible. We prioritize those children who are new to learning English." On the one hand, the school does not want their students' mother tongue lost by providing opportunities for students to talk to each other. However, students who are learning new English will be prioritized in the placement of the class because they must be the teacher's focus in teaching.

Language practice is expected to keep students using their mother tongue in school. This practice is a step made by the school so that students know how to develop their language habit patterns. The placement of students with the same mother tongue is one of the efforts to maintain the mother tongue through the placement of students that allows communication with the first language they use.

Furthermore, SA provides many lesson hours in grades 7-10 for the Secondary level to teach Indonesian. This is stated in the Language Pathway section:

> *The school knows students are exposed to their mother tongue (Indonesian) at home. The school will further support the student's mother tongue by providing Indonesian Language in classes. In grades 7 and 8, students have 135 minutes of Indonesian Language lessons weekly. By the end of grade 8, students can choose whether to pursue studies in Indonesian Language or Mandarin when in grade 9. If Grade 9 chooses the Indonesian Language, they will have 180-minute weekly lessons. If they choose Mandarin, they will also have 2 Bahasa Indonesia lessons weekly. In grade 10, students will have 45 minutes of lessons. In the Junior College program for grades 11 and 12, they will get 5x45 minutes of lessons a week in Indonesian B, whether at Higher or Standard Level. From grade 7 to grade 10, the lessons will use a combination of the National K-13 curriculum together with Cambridge IGCSE. Grades 11 and 12 will study the IB DP Language Acquisition syllabus.*

The school provides 135 minutes of Indonesian time a week, of which one period is 45 minutes. The curriculum taught in grades 7-8 uses the 2013 curriculum more than the Cambridge curriculum. However, when students in grades 9-10 take Chinese lessons for Cambridge, they must take 2 hours of Indonesian lessons. This is seen in the planning of multicultural ideologies and respect for the mother tongue by not ignoring Indonesian lessons.

The SA's strategy in maintaining the mother tongue through conversation in childhood in elementary school resembled the concept of language acquisition. Students are allowed to use their mother tongue in the classroom, and students in the same mother tongue are united. Language acquisition occurs subconsciously and is carried out in an informal realm, such as when talking to each other.

Table 1. Language Acquisition and Learning (Mahmud & Idham, 2019)

Pemerolehan	Pembelajaran
a. Pemerolehan memiliki ci-ri-ciri yang sama dengan pemerolehan B1 seorang anak penutur asli.	a. Pembelajaran adalah penge-tahuan secara formal
b. dalam pemerolehan seseo-rang (anak) atau pelajar B2 belajar seperti memu-ngut B2 (*picking up*)	b. dalam pembelajaran seo-rang pelajar B2 mengeta-hui mengenai B2
c. proses pemerolehan ada-lah proses di bawah sadar	c. proses pembelajaran ada-lah proses yang sadar dan sengaja
d. dalam pemerolehan penge-tahuan diperoleh secara implisit	d. dalam pembelajaran penge-tahuan diperoleh secara eksplisit
e. dalam pemerolehan peng-ajaran secara formal tidak menolong.	e. dalam pembelajaran peng-ajaran secara formal me-nolong sekali

However, the strategy of retaining the mother tongue for grade 7 with an age range of 12 years to 18 years carried out through teaching Indonesian during adolescence was not in line with the theory expected by Krashen, who explained language learning. According to Krashen, teaching is done formally, learning knowledge formally, and usually, teaching is obtained explicitly.

Adults acquire a way of learning language by acquiring and learning (Mahmud and Idham, 107). Acquisition is conscious while learning is realized. Acquiring a second language cannot be done formally and can only be achieved through communication. Language teaching has the disadvantage that in formal situations, it functions as a monitor because the rules of language are learned in formal teaching.

The position of the Indonesian language in this language practice has a position that is not ignored and is still cared for by the SA. They still allow PAUD and elementary school students to use Indonesian in the classroom. Grouping students based on their mother tongue also strengthens the part of their language philosophy that they still respect and support using their mother tongue. However, for grades 7-12, the position of Indonesian is in the language teaching system in the classroom. It is not explained in detail whether it is the same as the elementary level.

Planning (Language Management)

Spolsky translates that language management is an effort to modify and influence language practices in the environment or domain, one of which is the school. This language planning is embodied in the "Guidelines" section on pages 5-13 in the SA language policy document. The language settings are done in several situational contexts and are explained in the table below.

Table 2. Language Planning in the Language Policy Document

No.	Situation	English	Indonesian
1.	Classroom interaction	All lessons are in English	During Indonesian lessons and specific situations such as earthquakes, science labs, and sports classes. You are explaining concepts that are difficult to allow using Indonesian.
2.	Disaster simulation	First spoken English	Followed by the next Indonesian
3.	Break hours	Picket teachers communicate in English Students are allowed to use any language	Students are allowed to use their group's language as long as they do not alienate other students from the language they use in their group.
4.	Correspondence	English and Indonesia (Bilingual)	English and Indonesian
5.	Communication with parents of students	English and Indonesia (Bilingual))	English and Indonesian
6.	Communication with colleagues	In the scope of large groups, English must be used	Within small groups, it is allowed to use Indonesian, but if other people speak a different mother tongue, they must use English
6.	Early childhood education	Allowed to use mixed code languages	Allowed to use mixed code languages
7.	Preparation of book resources in the library	English available	It is Indonesian

From the table above, it can be seen that Indonesians still have a place in school communication settings. In class interactions, Indonesian can still be used during sports lessons, Indonesian classes, and in emergencies. Disaster simulations also still use Indonesian after English

explanations. Student break hours are allowed to use Indonesian and are not prohibited at all on the condition that they do not distance other students who use it.

Communication with parents from correspondence also uses both languages, Indonesian being included. Communication with colleagues is also allowed to use Indonesian in a small scope, while PAUD children who are not fluent in English are still allowed to use Indonesian in the classroom. Finally, Indonesian sourcebooks are also provided to support the defense of students' mother tongue.

CONCLUSION

From the analysis of 3 language policy models according to Spolsky, it can be concluded through the SA language policy document what is the position of the Indonesian language in schools with an international curriculum. Their ideology in formulating is to support multilingualism in the learning process and interaction among the school community. Multilingualism is not a luxury anymore; it is a reality. The mother tongue must also be developed by promoting other languages. From the data obtained from the student nationality ratio, the student bio on the school's student assessment site, Skyward, the mother tongue used by many students in Indonesian

Then, the use of Indonesian is also explained in ecology or language practice. In elementary school, students are allowed to speak their mother tongue. They are also grouped based on their native language. This is in line with Krashen's theory, which says that language acquisition is done unconsciously; knowledge acquisition is also implicitly accepted to support the defense of the Indonesian language.

For advanced levels, students get Indonesian lessons from grades 7-10. Grades 7-8 get an allocation of 3 hours of lessons, while grades 9-10 who choose Indonesian get 4 hours of lessons (180 minutes), while those who choose Chinese must get 2 hours of Indonesian lessons (90 minutes). This is also related to Krashen's monitor theory, which considers that language teaching is limited to monitoring language knowledge.

For language management, in regulating philosophies and ideologies that uphold multiculturalism, multilingualism, and mother tongue, the school makes rules for the relationship between the school between teachers and students, teachers and school staff, students and students, and the school and parents. Indonesian is also used in this form of relationship. Although the lessons are in English, using Indonesian is still allowed to explain a particular concept in a state of alertness

and in sports classes to motivate students. In Indonesian classes, of course, Indonesian must be used in teaching. In early childhood education classes, students can speak their mother tongue, and teachers, with professional consideration, can take a stance on what language to use.

The school's relationship with parents, such as notification information, correspondence, and school website, uses two languages, namely English and Indonesian. The school realizes that Indonesian must be added so that there is no language barrier for parents who do not have English skills.

In conclusion, for schools with an international curriculum that use English as the lingua franca, the primary language of instruction, and the medium of instruction, SA schools still position Indonesian as an essential language to be used and taught. This is in line with their ideology of upholding multiculturalism, multilingualism, and respect for the mother tongue. All the ideologies and philosophies of the language presented are also applied in language settings and practices.

Suggestion

The school can add how Indonesian is used in school socialization life in the practice section. It would be better if they were allowed to use their Indonesian or other mother tongues because language acquisition and retention will continue to develop if used daily. The teaching nature helps them understand grammar and recall their acquired vocabulary. In addition, English as a formal language of instruction must be limited to academic uses such as performances, assemblies, classroom teaching, and classroom discussions.

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