

INDONESIAN LANGUAGE EDUCATION POLICY IN RELATION TO THE NATIONAL EDUCATION GOALS: A THEORETICAL PERSPECTIVE

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Abstract: Education plays an important role for the quality of human's life. Education is a process of accommodating learners to develop their potential based on the talent and ability they have. Through this process, individuals will have a better personality, IQ, manner, religious belief. Indonesian language in an education setting supports the process of gaining knowledge because this is considered as a carrier of knowledge, a means of communicating ideas, thought, and feeling, and a means of increasing nationality among individuals whole over Indonesia. By having this, Indonesian language education policy is considered as a means of gaining national education goals. However, the roles of stakeholders and society are undeniable. They can protect and develop the position of Indonesian language and they can accommodate the attainment of national education goals.

Keywords: *education, Indonesian language policy, National Education goals, stakeholders*

Language has a very significant role in our lives. It assists us expressing our ideas, thoughts, and feelings. Therefore, language is considered as a means of communication. Fromkin (1993, p.3) claims that whatever else people do when they come together, talk to their friends, their associates, their teachers, their parents, bus drivers and total strangers, they use language. They talk face to face and over the telephone, and everyone responds with more talk. From the above conditions, it can be understood that language has an important role and position in human's life.

There are at least three types of language appeared in Indonesia, they are regional language, national language (Indonesian language), and foreign language. In Indonesia, Indonesian language as claimed to be the national language is considered as an official language as stated in Chapter 36 of the

National Constitution (henceforth *UUD*) 1945 which is derived from the language declared in the Youth Pledge (henceforth *Sumpah Pemuda*) on October 28, 1928, and as a unification language developed based on human civilization progress. Indonesia's national language and the country's sole official language is based on a variety of Malay (Errington, 2000) as cited in Hefner (2012, p.61). Paauw (2009) stated that Indonesia, virtually alone among post-colonial nations, has been successful at promoting an indigenous language as its national language. The Indonesian language was developed as a national language from the Malay language in what has been seen by some as a daring decision. In line with Paauw's idea, Cohn (2014: p.132) stated that a successful national language was seen as critical to education and mass communication. When compared to the contention surrounding the promotion of a national language in some

neighboring countries, the choice of Indonesian language has been described as both straightforward and successful. It was widely agreed that choice of the prior colonial language, Dutch, did not make sense, and English did not have a strong enough presence to be a logical choice.

From the above ideas, it can be claimed that the decision made by the youth in the past is considered as the right decision now. This is because by having Indonesian language as the national language, Indonesia is assumed to be a great post colonial nation which tries to be a self-supporting nation in terms of language.

Considering the struggle of the previous youth as the young generation at that time to promote Indonesian language as the national language for Indonesia, Indonesian government has tried to protect, develop, and direct the existence of Indonesian language. Theoretically, the effort can be seen from regulations approved in national and regional levels, i.e., in the form of Decree and Language Law made by central government and regional government. By having these regulations, it is hoped that the position of Indonesian language is undoubtedly can exist in national and international levels.

This article focuses on answering the following questions: 1) What are theoretical concepts of Indonesian Language Education Policy?, 2) What are the concepts of Indonesian language?, 3) What are the use of Indonesian Language? and 4) What are the Vision and Mission of National Education?

DISCUSSION

Theoretical Concepts of Indonesian Language Education Policy

In this section, there are some ideas discussed, they are: concepts of education, concepts of Indonesian language, concepts of Indonesian language education, concepts of policy, concepts of education policy, and concepts of Indonesian language education policy.

Concepts of Education

When discussing about the concepts of education, there are many ideas proposed by experts and other related sources, they are as follows: Tilaar and Nugroho (2016, p.44) state that education is an assisting process for learners to develop their potential optimally based on the talent and ability they have. They further state that education process is considered as the process of assisting learners to develop their potential or capacity to reach the optimum goal. This can be interpreted that education basically is considered as the process of developing learners' potential in order to have it developed optimally.

Driyarkara (1980 as cited in Fattah, 2014, p.38) states that education is the process of humanizing humans. This can be understood that education is assumed to be the process of improving human's quality. This means that after attaining education, human's quality gets improved. This idea is in line with the concept of education as stated in Dictionary of Education as cited in Fattah (2014, p.38). It is stated that education is considered as: a) process when an individual develops his or her ability, manner, behavior, and attitude in the place where he or she lives in; b) social process when an individual is faced with the influence of certain and controlled environment that he or she can gain something to develop his or her social and individual ability optimally. From the idea above, it can be concluded that education is the process of developing one's ability, manner, behavior, and attitude in order to get along in the society where he or she lives in.

Thompson as cited in Fattah (2014, p.39), states that education is the environmental influence toward individuals to create static change of manner, behavior, thoughts, and attitude. This means that education is influenced by environment where manner, behavior, thoughts, and attitude are trained and changed to get improved. Poerwadarminta (1985 as

cited in Salahudin (2011, p.18-22) proposes some concepts of education. They are as follows:

- 1) Education is the process of changing manner and behavior for individuals or groups of people for the sake of developing potential through training and learning processes;
- 2) Education is an intentional and systematic effort done to motivate, guide, assist, and direct individuals to develop their potential in order to gain a better life quality;
- 3) Education is an effort of humanizing individuals in order to have freedom to think, feel, speak, and act in order to have self confidence and responsibility in every single act in their daily lives;
- 4) Education is an effort of developing human's quality in all aspects of life;
- 5) Education is an intentional guidance to create good personality, intellectual, and manner;
- 6) Education is a conscious guidance process where teachers guide students intentionally in order to develop students' IQ, personality, and manner in the long run of having better life condition of individuals, i.e., in family and in society;
- 7) Education is a system where the whole components support to gain the goals as set up;
- 8) Education is the process of educating individuals or learners in order to keep away from stupidity;
- 9) Education is the process of strengthening belief toward the truth through scientific understanding;
- 10) Education is the process of educating all meaningful units of knowledge for the sake of humans' life. In line with the above concepts of education, Salahudin (2011, p.22), states that education is a process of educating, guiding, controlling, observing, influencing, learners to improve their quality in terms of knowledge and personality.

Furthermore, as stated in Law No 20 of 2003 about National Education System, Chapter 1, Verse 1, education is planned and conscious efforts to create comprehensive learning atmosphere and learning process in order the learners can actively develop their self-potential to possess religious, spiritual power, self-control, better IQ, well-manner, and skills needed by himself or herself or even for society, nation, and country. This can be understood that education in this concept is considered as planned and conscious effort to develop learners' potential to be better.

Based on the definitions or concepts of education, it can be concluded that education is the process where there is an effort of changing manner, behavior, intelligent (IQ), and personality as the potential through training and learning process in order to have a better life quality.

The concepts of Education previously explained have something to do with the concept and the goals of education as stated in the following philosophy of education as follows.

1. Philosophy of Perennialism assumes that the goal of education is to provide the ability to praise the general truth and value (Komar, 2006:158);
2. Philosophy of Essentialism assumes that the goal of education is to promote cultural heritage and nature to learners. (Komar, 2006:158);
3. Philosophy of Progressivism assumes that the goal of education is to increase learners' practical intelligence in order to solve the problems faced through experience. (Komar, 2006:158);
4. Philosophy of existentialism assumes that the goal of education is to assist learners to have responsibility toward their own lives and future (Komar, 2006:159); and
5. Philosophy of Humanism (religious) assumes that the goal of education is to increase learners' religious belief and also increase learners' understanding

that human can improve their quality and potential (Corliss, 1997:23).

Concepts of Indonesian Language

Indonesian language as stated in the *Law of Indonesian Republic No 24 of 2009*, can be defined in a various concepts as follows.

- 1) The unification language, i.e., Indonesian Language, is an official and national language used by the whole individuals in Indonesia;
- 2) Indonesian language which is considered as official language as stated in Chapter 36 of the *National Constitution 1945* is derived from *Youth Pledge 1928* as a unification language developed based on the development of the nation. The unification language, i.e., Indonesian Language, is an official and national language used by the whole individuals in Indonesia;
- 3) Indonesian language is used as the nation integrity, a means of unifying individuals whole over Indonesia, and a means of communication among regions and cultures;
- 4) Indonesian language is officially used as official language, in educational introduction, as a means of communication for national level, development for national culture, transaction and business document, and also as a means of developing and implementing science and education, art, mass media language.

Based on the description concept of Indonesian language as stated above, it can be concluded that Indonesian language plays a very important roles for Indonesia. This also can create nationalism, soft skill and hard skill of Indonesian people.

The Use of Indonesian Language

Theoretically, there are some uses of Indonesian language. They are described in the following documents.

- 1) Presidential Decree No. 16 of 2010 about the Use of Indonesian Language,

- 2) Law of Indonesian Republic No 24 of 2009 about Language, and

- 3) Government of Indonesian Republic Decree No. 57 of 2014 about the Development, Guidance, and Protection of Language and Literature, and Indonesian Language Function.

As stated in the *Presidential Decree No. 16 of 2010*, President, Vice President, and other government staff deliver their official speech in Indonesian language. Furthermore, the *Law of Indonesian Republic No. 24 of 2009* about Language explains that the use of Indonesian language is as follows.

- 1) Indonesian language must be used in policy making. This means that when policy makers are designing policy, they need to use Indonesian language as the language used in the product of policy;
- 2) Indonesian language must be used in national legal document. This can be defined that all national legal documents must be written in Indonesian language;
- 3) Indonesian language must be used in official speech delivered by President and vice president and other government officers delivered in Indonesia or outside of Indonesia. This means that Indonesian President, Vice President, and government members must use Indonesian language when delivering speech in formal context;
- 4) Indonesian language must be used as introductory language in national education. This means that all individuals at schools in all levels must use Indonesian language as a means of communication in national education setting;
- 5) Indonesian language must be used in public services given by government agency. This can be interpreted that all types of services conducted by government agencies in terms of public services must use Indonesian language;
- 6) Indonesian language must be used in memorandum of understanding (MoU) which involves Indonesian government institution. This means that when there is

- an agreement between government and other parties, there must be Indonesian language used as the language in Memorandum of Understanding;
- 7) Indonesian language must be used in national and international forum in Indonesia. This can be claimed that all forums conducted in Indonesia both national and international scales, Indonesian language must be used;
 - 8) Indonesian language must be used in official communication of state and private working atmosphere. This defines that all official communication activities both of state and private working atmospheres must apply Indonesian language as a means of communication;
 - 9) Indonesian language must be used in every single report of an institution or individuals to the government institution. This means that all reports written by institution or individual when they are intended to the government institution, there must be Indonesian language used;
 - 10) Indonesian language must be used in scientific writing and publication in Indonesia. This indicates that scientific writing and publication done in Indonesia must use Indonesian language;
 - 11) Indonesian language must be used for geographical names in Indonesia, names of buildings, streets, apartments, offices, trades and trademarks, business institutions, education institutions, and organizations built and owned by Indonesian people or Indonesian legal institution. This intends to show the importance of Indonesian language. Indonesian language must be used for the names of buildings, streets, geographical names in Indonesia, business industry, and also organization established in Indonesia;
 - 12) Indonesian language must be used in information about products and services in Indonesia. This can be defined that all products and services information must use Indonesian language;
 - 13) Indonesian language must be used for public facility, traffic light, direction, and

other information devices as a form of public service. This emphasizes that all public facilities in Indonesia must use Indonesian language a means of informing others;

- 14) Indonesian language must be used in information spread by mass media. This postulates that Indonesian language must be used in information spread to all individuals in Indonesia.

As stated in the *Government of Indonesian Republic Decree No. 57 of 2014* about the Development, Guidance, and Protection of Language and Literature, and Indonesian Language Function, Indonesian language is considered as a national and official language used by all individuals in Indonesia.

From all the explanation about the use of Indonesian language, it can be concluded that the use of Indonesian language is considered as the language which is used by all individuals in Indonesia in terms of communicating and sharing their ideas, thought, and cultures. Thus, the existence of Indonesian language can strengthen nationalism among individuals.

The Function of Indonesian Language

The importance of Indonesian language is clearly stated in the *Youth Pledge 1928*. Muslich (2010, p.9) states that there are some points to claim that Indonesian language plays significant role, they are: 1) the number of speakers spread in all Indonesian archipelago, 2) the spread of the language, and 3) the language is accepted by individuals in Indonesia

Pamungkas (2012, pp.5-16), states that Indonesian language has a number of functions; they are: 1) as an official state language, and 2) as a national language. As an official state language, Indonesian language has several functions, they are: 1) Indonesian language as official language for legal documents, 2) Indonesian language as an introductory language in education setting, 3) Indonesian language

as a means of communication in national levels in development and governance, 4) Indonesian language as a means of developing cultures, science, and technology. Indonesian language as a national language means that this language can unify different ethnics, cultures, and backgrounds. Thus, Indonesian language can be used to communicate among people from different regions whole over Indonesia. The use of Indonesian language can strengthen nationalism among Indonesian people (Kemdikbud, 2013, p5).

In contrast, when Indonesian language is used as state language means that this language is used as an official language used in formal situation and condition, for example: in designing and making legal document such as Decree, Policy, and Law. Furthermore, Indonesian language is also used in education setting. This means that the language used as an introductory language in education process is Indonesian language. Then, Indonesian language is used as a means of developing cultures, science, and technology. This means that Indonesian language assists individuals to develop their cultural understanding, improve their science and technology competence.

Related to the above ideas, as stated in the *Government of Indonesian Republic Decree No. 57 of 2014* about the Development, Guidance, and Protection of Language and Literature, and Indonesian Language Function, there are some functions of Indonesian language, they are: 1) as a nation identity and integrity, 2) as a means of unifying different cultures and ethnics, and 3) as a means of communication among regions and cultures. This can be interpreted that Indonesian language can show the identity and integrity of the nation, can unify Indonesian people, and can be as a means of communicating and sharing cultures among members of this nation.

Challenges faced by Indonesian Language

In relation to the condition of Indonesian language nowadays, there are challenges faced by Indonesian language (Susilo, 2016: p.44-45). Indonesian language plays an important role both in written and spoken contexts in the face of law level, policy making process, and implementation levels. One of Indonesian language functions is as an introductory language in an education setting. Therefore, policy related to Indonesian language must be assigned and formulated comprehensively, that the implementation process will run optimally and has something to do with the attainment of national education goals. The process of Indonesian language which was previously as a lingua franca, somehow now it becomes a unification language promoted by *Youth Pledge*, and constitutionally stated in the National Constitution 1945, and in the Presidential Decree. Indonesian language as national and official language directs all elements of this country to use this language properly and correctly.

In general, the activity of Indonesian language learning process covers four skills, they are: writing, listening, reading, and speaking. Ideally, learning material must cover all aspects discussing the cultures of Indonesia. This is designed to enrich learners' understanding and nationalism. Learning processes conducted at school must provide learners skills in the form of soft skill and hard skill for the sake of achieving national education goals.

Globalization era is an era where every individual whole over the world can work in different countries. This phenomenon must be wisely responded. All Indonesian people must provide themselves with soft skill and hard skill as mentioned above in order to compete in working period. Globalization era must be faced by all individuals whole over Indonesia as an era where they must increase their intellectual quality, nationalism, and religious belief. By having

these, the goals of national education can be attained.

Concepts of Indonesian Language Education

The process of Indonesian language education must be purely based on the functions of Indonesian language, i.e., Indonesian language as a means of communication (cultures, information, science, and technology), and Indonesian language as a means of developing cultural understanding and developing personality (Pamungkas, 2012, pp.13-16). Indonesian language education must be reflected to *The Five Basic Principles* (Henceforth *Pancasila*) and *The National Constitution 1945* and for the sake of achieving national education goals. From the above concepts, ideally, stakeholders and government along with all individuals must seriously run the process of Indonesian language education. This is in order the goal of national education can be obtained easily. As a result, the positive development of Indonesia will be much easier.

Concepts of Policy

Policy is a program of attaining certain goals, values, and guided practices (Lasswell (1970 as stated in Rawita, 2013, p.15). This can be defined that policy is a program designed to gain the goals set up by policy makers. Related to the above theory, Anderson (2000:4), policy is a set of actions which has certain goals that must be obeyed and done by all parties to overcome particular phenomenon. This means that policy is designed to gain the goals by having a set of actions that needs to be obeyed by all parties. Furthermore, Rawita, (2013:16), states that policy is a guided action which has a certain goal set up by an individual or parties to solve problem, i.e., state or organization problem. This means that policy is considered as a guided action done to achieve the goal as it is set up to solve the problem. Policy must be based on logical consideration as a dominant

element in policy decision making process from several options or alternatives in making policy (Tilaar&Nugroho, 2016:16). This means that policy made must be relied on logical consideration in order to cover all the needs of individuals.

From the above concepts of policy, it can be concluded that policy is considered as a program of guided actions uses logical consideration to gain goals, values, and practice for the sake of overcoming phenomenon faced by related parties.

Concepts of Education Policy

A policy has certainly intentional meaning. When this idea is integrated with education as in the form of education policy, there will be an understanding that the policy has intentional meaning in education side. Tilaar and Nugroho (2016, p.140) state that education policy is the whole process of formulating strategic steps of education as stated in vision and mission of education in order to gain the goals of education in certain society or civilization in particular time. They further state that education policy is as the implementation of science and knowledge. This implies that when designing, formulating, and deciding an education policy, there must be science and knowledge implemented together by the policy makers.

Tilaar and Nugroho (2016, p.140) further state that there are many aspects involved in education policy, they are as follows.

- 1) Education policy is the whole deliberation process of human;
- 2) Education policy is derived from science-education which means as the integration of theory and practice of education;
- 3) Education policy needs to have validity towards individuals' personality development and the society where the education runs on;
- 4) Education policy must be based on research and development;

- 5) Education policy must be purely based on the needs of learners;
 - 6) Education policy is directed to design democratic individuals;
 - 7) Education policy is related to the explanation of education mission to reach certain goals;
 - 8) Education policy must be based on efficiency;
 - 9) Education policy must not be based on man power, but purely be based on learners' needs;
 - 9) Education policy must not be based on irrational wisdom;
 - 10) Education policy is directed to the needs of learners, as not to the stakeholders' needs.
- From the ten aspects involved in education policy as stated above, it can be understood that education policy is a form of policy which is designed based on science and education strengthened by research and development in order to fill the learners' needs.

In line with the above concepts, Good (1959) as stated in Rawita (201, p.27) stated that education policy is a consideration which is based on values and other determinant and situational factors where the consideration becomes the baseline to run education as in institution. Another idea is proposed by Gamage and Pang (2003, p.171). They state that education policy is a set of guided theory used as a framework to conduct action related to substantive phenomenon. This can be claimed that education policy is a framework used to guide parties to run education as in institution.

Concept of Indonesian Language Education Policy

Indonesian language education policy usually reflects top-down idealism, whereas language planning speaks more about the ideal form, which the whole society desires (Simanjuntak, 2009). From the concept proposed, there are some perspectives used in this paper to analyze the policy applied for Indonesian language,

they are: 1) socio-cultural perspective, 2) political perspective, 3) economical perspective, 4) nationality perspective, and 5) international relationship perspective.

Socio-Cultural Perspective

Culture is the whole sets of ideas, actions, and human products in the civilization attained through learning (Koentjoroningrat, 1997) as cited in Susilo (2016, p.39). In other words, culture is the product of human creativity. He further states that there are at least seven elements of culture where language becomes one of the elements. Language is a dynamic culture which is changed over the period of time both deconstructive and reconstructive.

In line with above idea, Setiawan (2011) as cited in Susilo (201, p.39) states that language has a closed relationship toward the culture of the language users. The relationship can be in the form of language rhythm, grammatical concept of language, or concept of language level, for example, language used by Bataknese and Javanese. Those two rhythms show different concepts of culture. Bataknese tend to speak louder which emphasizes the characteristics of individuals. This tends to be assumed as assertiveness not as impoliteness, while Javanese tend to speak softly which emphasizes the politeness.

In social perspective, it can be claimed that the age of Indonesian language is much depended on the language users. If the language users feel low prestige to speak Indonesian language, the language will be lost or disappeared. In sociolinguistic perspective, the function of language is related to the way the language is used properly and correctly in any kinds of situations.

Political Perspective

Indonesian language is the language derived from the *Youth Pledge* and stated clearly in National Constitution 1945. This language is used as a means of unifying all individuals whole over Indonesia.

Therefore, the existence of Indonesian language must be protected, developed, and guided by all individuals whole over Indonesia. This is viewed in national perspective. However, in international perspective, the existence of Indonesian language as official language spoken by all individuals whole over the world has strengthened the position of Indonesia in international perspective. The existence of Indonesian language has made Indonesia as the real country which has its own language.

The goal of language policy can be viewed from the contribution of education toward political development in different social levels in Indonesia, for example, in Individual stage; language education has carried out learners to develop their personality, manner, and skill as the terms needed to be responsible citizen.

Economical Perspective

Huelser and Heal (2014, p.2), state that ASEAN Economic Community (AEC) is a kind of challenging condition which must be faced by all nations carefully because every people whole over the world can come and work in Indonesia with the skills they have. However, Indonesian people must have Indonesian language competence. By this, there will be nationalism in their soul and spirit. They will love their own country. They will buy Indonesian products in the long run of developing Indonesian economy. They tend to promote Indonesian products and cultures to foreign workers. This phenomenon will be positive for all Indonesian people.

Nationality Perspective

In unifying different cultures among individuals whole over Indonesia, the existence of Indonesian language is considered as the answer for this problem. Indonesian language is used as a means of human activities in terms of exploring their understanding, for instance, culture, science and technology. Culture, science and technology are growing rapidly. The

development of these directs the development of language. Indonesian language is undoubtedly used as unifying language among individuals whole over Indonesia. Fortunately, up to now, there is no conflict or disagreement about the use of Indonesian language as a unifying language among individuals whole over Indonesia. This is because the position of Indonesian language has been on the right tract that can be hand in hand with other regional languages. Thus, Indonesian language is used as a means of developing nationalism among individuals whole over Indonesia.

International Relationship Perspective

The position of Indonesian language is theoretically safe. This means that Indonesian government through policies made has protected, developed, and guided Indonesian language in order to be existed in national and international levels. The government of Indonesia, as stated in the *Law of Indonesian Republic No. 24 of 2009*, has legally stated that when there is a legal agreement between Indonesian people and non Indonesian people, Indonesian language must be used. Next, Indonesian language is also used when there is a national or international forum conducted in Indonesia.

Furthermore, Indonesian language will be gradually, systematically, and continuously promoted to be international language. Here, the role of language institution is undeniable. From the above conditions, ideally, the sense of nationalism of Indonesian people must increase. They must be proud of their own national language i.e., Indonesian language. As one form of nationalism, Indonesian people must protect and develop Indonesian language in order to have the same position as other international languages. The role of Indonesian language must be strengthened by having significant roles in economy, politics, and socio culture aspects.

Theoretical Concepts of National Education Goals

In this section, there are five points to be discussed, they are: concepts of national education, concept of national education system, concepts of national education functions, concepts of national education goals, and concepts of vision and mission of national education.

Concepts of National Education

National Education is a form of education which is based on the *Five Basic Principles*, and *National Constitution of Indonesia 1945* which includes religious value, Indonesian cultures, and highly responsive toward the changes (*Law of Indonesian Republic No 20 of 2003 National Education System, Chapter 1 Verse 2*).

National education is designed to develop individuals' potential and improve individuals' personality for the sake of having a better civilization and high intellectual quality of individuals, i.e., possess religious belief, self-control, better IQ, well-manner, skillful, creative, self-supporting, democratic, and responsible (*Law of Indonesian Republic No. 20 of 2003 about National Education System*). From those concepts above, it is clear that national education is purely designed to create high quality individuals. This is because high quality individuals reflect a better civilization.

Concepts of National Education Goals

The goal of National Education as stated in the *National Constitution of Indonesian Republic 1945 Chapter 31, Verse 3*, is to provide national education system aimed to increase religious belief and intellectual quotient (IQ) of individuals for the sake of having a better quality of life. In line with the above concept, the goal of national education is also to develop learners' potential to become well manner, better religious belief, and skillful, brilliant, creative, self-supporting, responsible and democratic individuals

(*Law of Indonesian Republic No. 20 of 2003 National Education System*).

From those concepts, it is clear that the main goal of national education is to develop individuals' potential as the citizen of Indonesia in order to have a better quality of life whole over Indonesia.

Vision and Mission of National Education

The vision of national educationist create conducive living atmosphere as stated in the proclamation of Indonesian Republic through the process of education (Mulyasa, 2016:17-19). From the above vision of national education, it can take the clue that Indonesian society through national education process is expected to be commitment, knowledgeable, high religious belief, freedom and democracy, and tolerance among individuals.

While, the mission of national education is to come to a better civilization, i.e., education can improve individuals' mindset (global mindset), have national commitment, and can view education institution as the center of civilization which can increase the quality of education process and overcome national crisis (Mulyasa, 2016, pp.17-19).

The Role of Stakeholders (from Macro until Micro Levels) in Protecting, Developing, and Promoting Indonesian Language in National and International Scales

The development of Indonesian language as a national language and will be international language is relied on stakeholders or government and all Indonesian people as part of this nation. There are at least three levels which play significant role, they are: macro (highest), meso (middle), and micro (lowest) levels.

In macro (highest) level, the power of central government, i.e., President, Ministers, Government, and Member of Parliaments plays significant role in designing, formulating, and making Indonesian language policy. Therefore, the

policy made must be based on national education goals, which is derived from *The Five Principle* and *The National Constitution* 1945. Indonesian central government has provided and made policy related to the protection and development of Indonesian language as a national language. The policy made has come to the need of achieving the goals of national education for the sake of the development of Indonesia for future. Then, Indonesian government has also promoted Indonesian language as one of International languages spoken in ASEAN. In meso (middle) level, the role of regional government plays a significant role. Regional government must be in line with the policy made by central government in order to gain national education goals easily. In terms of Indonesian language policy, regional government must support and strengthen the policy made by central government. This is in order the existence of Indonesian language will never come to an end. Another reason is through Indonesian language policy made by central government and strengthened by regional government, there will be nationalism among all Indonesian people, and there will be cultural understanding as a part of Indonesian power. When regional government has been with central government, this policy can come to micro level. As a result, the goal of national education can be gained easily.

In micro (lowest) level, the role of the head masters along with other stakeholders in this level is really important. This is because this level directly meets the real learning condition. They know what learners' needs are. They know how to implement Indonesian language policy made from government (central and regional). This level can be assumed as the basic foundation or pillar for the success of the Indonesian language policy made by government. This level can inspire the spirit of nationalism among individuals. This level can increase learners' cultural understanding. As a

result, the goals of national education as set up by government will not become a big problem to achieve.

The Correlational Analysis between Indonesian Language Education Policy in regard to the Achievement of National Education Goals

When analyzing the correlation between Indonesian language education policy in regard to the achievement of National education goals, there are at least two points to consider. First, it is true that Indonesian language education policy is the policy made by government in relation to develop and protect the existence of Indonesian language for the sake of enriching all individuals whole over Indonesia about cultural understanding, building up nationalism among individuals, and improving all individuals' intellectuality and personality (soft skill and hard skill). Second, the goals of national education as stated in the previous section are to create high personality and intellectual individual, develop religious belief, and create self-supporting individuals for the sake of obtaining the positive progress of Indonesian development. From the two points above, it is clear that the existence of Indonesian language education policy has accommodate what has been stated or expected from national education as the goals. Indonesian language education policy can help the achievement of national education goals as an easy thing. In conclusion, national education goals can only be achieved when individuals whole over Indonesia have come to the stage where they have soft skill and hard skill, they have religious belief, they are self-supporting, they have nationalism in their soul. This expectancy can be achieved through Indonesian language education policy.

CONCLUSION

From the above discussion about Indonesian language education policy,

national education goals, and the correlation between Indonesian language education policy and national education goals, it can be concluded that the existence of Indonesian language policy can protect and develop the role and function of Indonesian language in terms of enriching cultural understanding and increasing the personality and IQ for all individuals of Indonesia. By having these, the goals of national education as set up in the policy can be obtained easily.

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