



Discourse Analysis on Language Policy in Presidential Regulation (Perpres) No. 63 of 2019 concerning the use of Indonesian (Indonesia Language)

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Abstract

Presidential Regulation (Perpres) Number 63 of 2019 concerning the use of the Indonesian language is an Indonesian government policy issued on 30 September 2019. This study aims to analyze and understand the implementation of language policy in Presidential Regulation (Perpres) No. 63 of 2019 concerning the Use of Indonesian in Indonesia. The research method used is a qualitative method with a critical discourse analysis approach. The result and discussion of articles 23, 24, and 31 of Presidential Regulation (Perpres) No 63 of 2019 concerning the use of Indonesian, the Indonesian national education system shows the importance of language in education and knowledge production. The discourse analysis using Van Dijk's theory highlights the influence of government policies, attention to cultural and linguistic diversity, and technological developments in shaping language use in education and scientific work in Indonesia. Regulations and policies related to the use of Indonesian, regional languages, and foreign languages in education

demonstrate the complex relationship between language, text, context, and knowledge in building an understanding of education policy in Indonesia. The implications of this research can be used as a reference for policy makers and decision makers in formulating more effective and sustainable language policies in Indonesia.

Keywords: *Discourse Analysis; Language Policy; Presidential Regulation*

Introduction

Many people and students in Indonesian schools are unaware of "language policy and planning". This is due to the lack of socialization regarding the importance of escorting the community in the application of language policy in the life of the nation and state (Simanjuntak, 2018). Indonesian needs to be studied more seriously because of the new paradigm of nationalism, the role of the country in global competition, and the possibility that regional languages can be used to help trade around the world. Language policy is based on ideologies and their underlying ideas that determine the selection of various objectives (Claude, Anne Berhoud in wodak, ruth, 2011). Language policy in any domain or level of a speech community depends on three components: language practices, language beliefs or ideologies, and language management; in the latter, distinguish between advocates with no authority and managers with authority (Spolsky, 2019). The establishment and execution of language policy in Indonesia is a case study to be studied (Halimah Tussa'diah & Kartika, 2022). Indonesia, which is diverse and multicultural, has additional responsibilities regarding the preservation of regional languages (Sari et al., 2018). How is this language policy implemented in public language in Indonesia.

Presidential Regulation (Perpres) Number 63 of 2019 concerning the use of the Indonesian language is an Indonesian government policy issued on 30 September 2019 by President Joko Widodo. This regulation requires the president and all officials of the Republic of Indonesia to use the Indonesian language in all forms of official communication, both at the national and international levels. Actually, the previous law stated that Indonesia had a definite language policy governing the use of language in the country, law of the Republic of Indonesia Number 24 of 2009 concerning Flags, Languages and National Emblems, as well as the National Anthem is the basis for policies that regulate other policies related to language (Setyabudi, 2017).

In the Presidential Decree, it is explained that Indonesian is a national identity and must be used as the official language in all government administration, teaching, science and technology activities in Indonesia. Indonesian is also recognized as the language of instruction in international relations involving Indonesia. In the Presidential Decree No. 63 of 2019 also emphasizes that state officials must set a good example in using Indonesian. This can have a positive impact on society in increasing the use of Indonesian in everyday life, as well as strengthening Indonesian national identity. In addition, this Presidential Decree also asks educational institutions to emphasize teaching Indonesian as the national language that must be mastered by all Indonesian citizens. All government agencies are also required to use Indonesian in all publications and official documents. By

implementing Presidential Decree No. 63 of 2019, the Indonesian government hopes to strengthen the use of Indonesian as the main official language in Indonesia, while strengthening national identity and promoting Indonesian culture at the international level.

Presidential Regulation (Perpres) Number 63 of 2019 concerning the use of the Indonesian language is still a lot of people who don't know and there are mistakes in interpreting and interpreting it. Therefore it is necessary to conduct a discourse study of the contents of the legislation. Discourse analysis is concerned with the language in use (Rumenapp, 2016). In discourse studies, researchers pay attention not only to the words used in texts, but also to the social, cultural, and linguistic contexts associated with the text. This allows researchers to understand the purpose and messages conveyed by the author, as well as see the social, cultural and political implications associated with the text. By understanding the social and cultural context associated with the law, lawyers and policy makers can make better decisions and ensure that the law is applied fairly and effectively (Harb, 2017).

To understand further the contents of Presidential Decree No. 63 of 2019, discourse analysis is needed. Discourse analysis is a research method used to study texts or written language in social and political contexts (Arce-Trigatti & Anderson, 2020). By using the discourse analysis method, researchers can understand and interpret the meaning and purpose behind the written text (van Leeuwen, 2018). Discourse analysis can help us figure out how the subtle ideologies that are hidden in language, discourses, and texts affect the everyday social events that happen in schools (Henze and Arriaza, 2006 in Anderson & Mungal, 2015). Discourse analysis has become a popular empirical analytic technique, particularly among constructivist and critical International Relations experts (Aydin-Düzgit & Rumelili, 2019). It is vital to state up front that there is more than one way of discourse analysis (Hardy et al., 2020).

One of the most used methods in analyzing a discourse is Van Dijk's method. Van Dijk's theory of analysis in discourse analysis aims to understand the structure of discourse and how this structure affects our understanding and interpretation of a text (Mullet, 2018). This theory focuses on three main elements in discourse, namely text structure, experience structure, and ideological structure (Rohana & Syamsuddin, 2015). Teun Van Dijk sees a discourse as consisting of various elements structure/level, where each part supports the other. Van Dijk divides it into three levels:

1. Macro structure. This is a global or general meaning of a text that can be observed by looking at the topics or themes that are put forward in a news story.
2. Superstructure is the framework of a text: how do the parts of the text continue to be arranged into the news as a whole.
3. Micro structure is the meaning of discourse that can be observed from small parts of a text, namely words, sentences, propositions, clauses, paraphrases, and pictures.

Intertextual analysis is an approach in discourse analysis that relates texts to the

social phenomena that influence them (Sriwimon & Zilli, 2017). In the study that will be conducted, the paradigm of intertextual analysis will be used to analyze written language in Presidential Decree no. 63 of 2019 concerning the use of the Indonesian language, especially in the section on language policy in the educational realm, namely Part Five and Part Eleven.

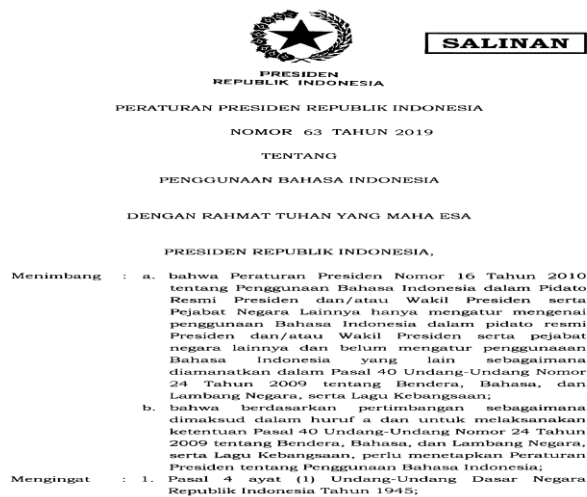


Figure 1. Presidential Regulation No. 63 of 2019

Part Five Presidential Regulation No. 63 of 2019 discusses the language of instruction in national education. In intertextual analysis, this can be linked to social phenomena that influence the use of Indonesian in education. The social phenomenon in question can be in the form of debates regarding the use of regional languages as the language of instruction in schools in the regions, or issues regarding the decline in the quality of Indonesian language teaching in schools due to the lack of use of Indonesian in daily life (Bouvier & Machin, 2018). By analyzing the language policy section in Part Five, it can be seen how Presidential Decree No. 63 of 2019 overcomes or responds to social phenomena that affect the use of Indonesian in national education.

Eleventh Part of Presidential Regulation No. 63 of 2019 discusses the writing of scientific papers and the publication of scientific papers in Indonesia. In intertextual analysis, this can be related to social phenomena that affect the production of scientific work in Indonesia, such as different writing standards in each educational institution or the issue of plagiarism that is increasingly prevalent (Sengul, 2019). In the analysis of the language policy section in Part Eleven, it can be seen how Presidential Decree No. 63 of 2019 regulates and provides guidelines regarding writing standards and respect for original scientific works and avoiding plagiarism.

By using the paradigm of intertextual analysis, analysis of written language in Presidential Decree no. 63 of 2019 concerning the use of Indonesian can provide a more

comprehensive picture of how the text responds to and overcomes social phenomena that affect the use of Bahasa in Indonesia.

Method

This study uses qualitative research methods because the characteristics of the data analyzed are in the form of words, phrases, sentences, and written discourse. Presidential Regulation (Perpres) No 63 of 2019 concerning the Use of the Indonesian Language, which was issued on September 30 2019, specifically related to the ambiguity of meaning and elements that make up the text. Sources of data are taken from the fifth part; introductory language in national education in articles 23 and 24 and the eleventh part, article 31; Writing of Scientific Papers and Publication of Scientific Papers in Indonesia. Furthermore, the data were analyzed based on the theory of critical insight analysis approach. With a critical discourse analysis approach, elements of the micro structure and macro structure can be identified and interpreted in the legal text. The data were analyzed through stages:

1. identifying words, phrases and sentences
2. find the meaning of words, phrases and sentences that are suspected of having multiple meanings (multi-meanings);
3. analyzing legal discourse/text which includes macro structures.

Results

The following is the contents (Picture) of Presidential Regulation (Perpres) No. 63 of 2019 concerning the use of Indonesian :

Bagian Kelima Bahasa Pengantar dalam Pendidikan Nasional	Pasal 24
<p>Pasal 23</p> <ol style="list-style-type: none">(1) Bahasa Indonesia wajib digunakan sebagai bahasa pengantar dalam pendidikan nasional.(2) Bahasa Indonesia sebagai bahasa pengantar dalam pendidikan nasional sebagaimana dimaksud pada ayat (1) digunakan dalam seluruh jenjang pendidikan.(3) Selain Bahasa Indonesia sebagaimana dimaksud pada ayat (1), Bahasa Daerah dapat digunakan sebagai bahasa pengantar di sekolah dasar, madrasah ibtidaiyah, atau bentuk lain yang sederajat pada tahun pertama dan kedua untuk mendukung pembelajaran.(4) Selain Bahasa Indonesia sebagaimana dimaksud pada ayat (1), Bahasa Asing dapat digunakan sebagai bahasa pengantar untuk mendukung kemampuan berbahasa asing peserta didik.	<ol style="list-style-type: none">(1) Bahasa Indonesia dapat digunakan sebagai bahasa pengantar pada lembaga pendidikan asing atau satuan pendidikan khusus yang mendidik warga negara asing di wilayah Negara Kesatuan Republik Indonesia.(2) Bahasa Indonesia wajib digunakan sebagai bahasa pengantar pada mata pelajaran Bahasa Indonesia, pendidikan agama, dan mata pelajaran terkait dengan pendidikan kewarganegaraan pada lembaga pendidikan asing atau satuan pendidikan khusus.

Figure 2. Fifth part articles 23 and 24

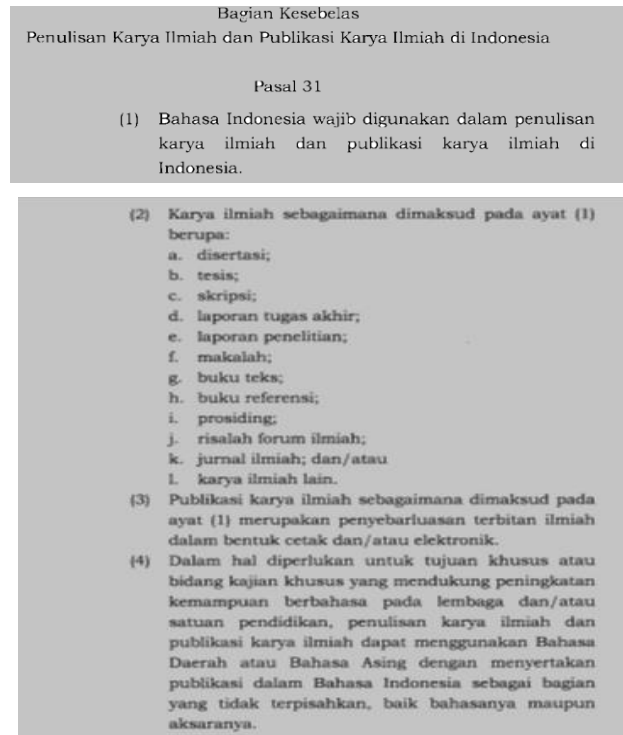


Figure 3. The eleventh part, article 31

The following is the contents (Picture) of Presidential Regulation (Perpres) No. 63 of 2019 concerning the use of Indonesian :

Fifth part articles 23

Analysis of the description above can be done using the theory of discourse analysis by Van Dijk. This theory of discourse analysis views language as a tool for building understanding of the world, so that discourse analysis focuses on the relationship between language, text, context, and knowledge.

Sections (1) and (2) emphasize that Indonesian must be used as the language of instruction in national education at all levels of education. This statement shows that there is a government policy in strengthening the use of Indonesian as the national and introductory language in the national education system. In the context of discourse analysis theory, this statement shows the influence of government policies on the use of language in the education system.

Sections (3) states that regional languages can be used as the language of instruction in elementary schools, madrasah ibtidaiyah, or other equivalent forms in the first and second years to support learning. This statement shows concern for the diversity of languages and cultures in Indonesia. In the context of discourse analysis theory, this statement shows an acknowledgment of social and cultural differences in society.

Sections (4) states that foreign languages can be used as the language of instruction to support students' foreign language skills. This statement shows attention to the importance of foreign language skills in facing global challenges. In the context of discourse analysis theory, this statement indicates a change in education policy in preparing students to compete in the global.

Taken as a whole, the description shows the influence of government policies, attention to cultural diversity, and changes in education policies in Indonesia's national education system. In the context of discourse analysis theory, the description shows that there is a relationship between language, text, context, and knowledge in building an understanding of education policy in Indonesia.

Fifth part articles 24

The analysis of the description above was carried out using the theory of discourse analysis by Teun Van Dijk. This theory of discourse analysis views language as a tool for building understanding of the world, so that discourse analysis focuses on the relationship between language, text, context, and knowledge.

Article 24 section (1) and section (2) regulates the use of Indonesian as the language of instruction in foreign educational institutions or special education units that educate foreign nationals in the territory of the Unitary State of the Republic of Indonesia. This statement shows that there are regulations or policies from the Indonesian government regarding the use of language in education.

In the context of discourse analysis theory, this regulation shows the influence of government policies on the use of language in the national education system. The statement also shows concern for language and cultural diversity in Indonesia, by allowing the use of foreign languages in foreign educational institutions or special education units.

In addition, Article 24 section (2) also emphasizes that Indonesian must be used as the language of instruction in Indonesian language subjects, religious education, and subjects related to citizenship education in foreign educational institutions or special education units. This statement shows concern for the understanding and use of the Indonesian language, as well as the importance of religious education and citizenship education in the Indonesian national education system.

Article 24 section (1) and section (2) shows that there is a government policy regarding the use of language in education in Indonesia, as well as attention to language and cultural diversity in Indonesia. In the context of discourse analysis theory, Article 24 section (1) and section (2) shows that there is a relationship between language, text, context, and knowledge in building an understanding of education policy in Indonesia.

Fifth part articles 31

According to the theory of discourse analysis by Van Dijk in the Eleventh part of article 31; writing of Scientific Papers and Publication of Scientific Papers in Indonesia.

This statement describes the sociolinguistic aspects of language and language politics.

In article 31 section (1), it is stated that the Indonesian language must be used in writing scientific papers and publication of scientific papers in Indonesia. This shows that language is an important factor in the production of scientific work in Indonesia.

Furthermore, in section (2), it states the types of scientific works that are included in the category of scientific works that must be written in Indonesian. This includes dissertations, theses, final project reports, research reports, papers, textbooks, reference books, proceedings, and treatises on scientific forums, scientific journals, and other scientific works. This shows that there are many types of scientific papers that must be written in Indonesian, which shows the importance of language in the development of science in Indonesia.

In section (3), it is stated that the publication of scientific work can be done in print and/or electronic form. This shows that technological developments affect the way scientific papers are published.

Finally, in section (4), it is stated that if needed for special purposes or special fields of study that support the improvement of language skills in educational institutions and/or units, writing of scientific papers and publication of scientific papers can use local languages or foreign languages by enclosing publications in Indonesian is an inseparable part, both in terms of language and script. This indicates that the use of regional languages or foreign languages may be permitted in certain contexts, but must be accompanied by a translation in Indonesian.

Discourse analysis using the theory of discourse analysis by Van Dijk shows that Indonesian has an important role in the development of knowledge in Indonesia, and the use of regional languages or foreign languages can only be done in certain contexts and must be accompanied by translations in Indonesian.

Discussion

Discussion of Fifth part articles 23

In the discussion of the fifth part, which encompasses articles 23, the main points are as follows:

- Government Policy on Language in Education: Sections (1) and (2) of Article 23 emphasize the government's policy of using Indonesian as the language of instruction at all levels of national education. This underscores the significance of Indonesian as the national language and its role as the primary medium of instruction in the national education system.
- Acknowledgment of Linguistic Diversity: Section (3) acknowledges linguistic and cultural diversity by allowing regional languages to be used as the language of instruction in certain educational contexts, particularly in elementary schools and equivalent institutions during the early years of education. This demonstrates an understanding and recognition of the diverse languages and cultures present in Indonesian society.

- **Emphasis on Foreign Language Skills:** Section (4) highlights the importance of foreign language skills by permitting foreign languages to be used in instruction to support students' proficiency in global languages. This reflects an adaptation in education policy to prepare students for competition in the global arena, recognizing the value of multilingualism.
- **Influence of Government Policies:** The discussion underscores the influence of government policies on language use in the education system, promoting Indonesian as a key language for instruction while also allowing flexibility to accommodate linguistic diversity and global language proficiency.
- **Relationship Between Language, Text, Context, and Knowledge:** The discourse analysis, based on Van Dijk's theory, emphasizes the interconnectedness of language, text, context, and knowledge in shaping education policy in Indonesia. It illustrates how language policies reflect broader societal goals, cultural recognition, and adaptability to changing global demands.

Discussion of Fifth part articles 24

In the discussion of the fifth part, specifically Article 24, the main points are as follows:

- **Government Regulations on Language in Education:** Article 24, sections (1) and (2), establish government regulations concerning language of instruction in foreign educational institutions or special education units that cater to foreign nationals within Indonesia's territory. This reflects the government's involvement in regulating language use in education, emphasizing the importance of language policy.
- **Recognition of Language and Cultural Diversity:** The article acknowledges Indonesia's linguistic and cultural diversity by permitting the use of foreign languages in certain educational contexts. This highlights the government's consideration for the diverse linguistic backgrounds of foreign students studying in Indonesia.
- **Emphasis on Indonesian Language and Cultural Subjects:** Article 24, section (2), underscores the importance of using Indonesian as the language of instruction for specific subjects, including Indonesian language studies, religious education, and citizenship education. This demonstrates the government's commitment to preserving and promoting the Indonesian language while ensuring foreign students have access to cultural and religious education.
- **Influence of Government Policies:** The discussion emphasizes the role of government policies in shaping language use in education in Indonesia. It reflects the government's dual objectives of accommodating linguistic diversity while upholding the significance of the Indonesian language and culture.
- **Interconnectedness of Language, Text, Context, and Knowledge:** Applying discourse analysis by Teun Van Dijk's theory, the discussion highlights the interconnected relationship between language, text, context, and knowledge in the formulation of education policies. It reveals how language policies are crafted

to address both educational and cultural dimensions, showcasing the government's efforts to balance linguistic diversity with cultural preservation.

Discussion of Fifth part articles 31

In the discussion of the eleventh part, particularly Article 31, the main points are as follows:

- **Mandatory Use of Indonesian in Scientific Papers:** Article 31, section (1), stipulates that the Indonesian language must be used in writing scientific papers and the publication of scientific papers within Indonesia. This emphasizes the central role of the Indonesian language in the production of scientific knowledge and academic work in the country.
- **Diverse Range of Scientific Works:** Section (2) outlines the extensive range of scientific works that fall under the category of those that must be written in Indonesian. This includes dissertations, theses, research reports, papers, textbooks, reference books, proceedings, and various other forms of scientific literature. This underscores the importance of language in the advancement of science and knowledge in Indonesia.
- **Impact of Technological Developments:** Section (3) acknowledges the influence of technological advancements on the publication of scientific work by allowing both print and electronic forms. This reflects the evolving nature of scientific communication and dissemination in the digital age.
- **Conditional Use of Regional and Foreign Languages:** Section (4) permits the use of local languages or foreign languages in scientific papers for specific purposes or fields of study that support language skills development in educational institutions and units. However, this allowance is contingent upon the inclusion of translations in Indonesian, emphasizing the paramount importance of the Indonesian language in scholarly communication.
- **Role of Indonesian in Knowledge Development:** The discourse analysis, drawing from Van Dijk's theory, underscores the essential role of the Indonesian language in the generation and dissemination of knowledge in Indonesia's scientific community. It reveals that while regional and foreign languages may have limited use in specialized contexts, they must coexist with and be accompanied by Indonesian translations to ensure accessibility and understanding.

In summary, Article 31 emphasizes the centrality of the Indonesian language in scientific work and academic publications in Indonesia, even as it acknowledges the need for flexibility in certain contexts, always with a commitment to maintaining the prominence of Indonesian through translations. This highlights the intricate relationship between language, academic discourse, and the advancement of knowledge within the country.

Conclusion

The above discussion of articles 23, 24, and 31 of Presidential Regulation (Perpres) No 63 of 2019 concerning the use of Indonesian, the Indonesian national education system shows the importance of language in education and knowledge production. The discourse analysis using Van Dijk's theory highlights the influence of government policies, attention to cultural and linguistic diversity, and technological developments in shaping language use in education and scientific work in Indonesia. The regulations and policies regarding the use of Indonesian, regional languages, and foreign languages in education show the complex relationship between language, text, context, and knowledge in building an understanding of education policy in Indonesia. Overall, the discussions suggest that language is a crucial tool for knowledge production and dissemination in Indonesia, and that language policies and practices need to be carefully designed to promote inclusivity, cultural sensitivity, and global competitiveness.

To improve language policies in Indonesia, it's crucial to raise awareness about their significance, especially among students and the public. This can be done through educational programs and campaigns to help people understand the importance of language policies in the nation's life. Additionally, policies should promote inclusivity by supporting regional languages alongside Indonesian. Language skills development should be a priority, focusing on improving the quality of Indonesian language teaching and emphasizing foreign language skills to prepare students for global competition. Ensuring ethical research practices, preventing plagiarism, and providing clear guidelines for using different languages in academic work is essential. Continuous monitoring and evaluation of language policies are needed to adapt to changing linguistic, cultural, and educational needs. Public engagement and feedback should be encouraged to foster a sense of ownership and commitment to these policies. Balancing the promotion of Indonesian with proficiency in international languages, like English, is vital for global engagement.

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