

Indonesian Language Planning in the Education Sector

¹Prahoru Yudo Purwono*

¹ Universitas Indonesia, Jawa Barat, Indonesia

E-mail: ¹ drpurwono369@gmail.com*

*Correspondent email author: drpurwono369@gmail.com

ARTICLE INFO

Article History

Received 21 July 2025

Revised 27 July 2025

Accepted 29 July 2025

Keywords

Indonesian Language;
Language Change;
Language Planning.

ABSTRACT

The changes in the Indonesian language within the education sector reflect its dynamic and ever-evolving nature. These changes should be planned and directed to foster a linguistically literate and intellectual younger generation. This research aims to outline the steps or proposals in Indonesian language planning in the education sector based on language change phenomena found. This study uses a qualitative approach and content analysis to explore language change and formulate a conceptual framework for Indonesian language planning in the education sector. It focuses on key aspects of language planning: selection, codification, elaboration, and dissemination by analyzing various written documents such as journal articles, textbooks, and policy papers. Data is collected using documentation techniques to access diverse perspectives and information sources. The analysis identifies language change phenomena, develops a proposed framework based on Haugen & Tauli's theory, outlines strategic planning stages, and concludes with key insights. The results of the study indicates that Indonesian language planning in the education sector requires collaboration among stakeholders to develop Indonesian as a language of science. The processes of selection, codification, elaboration, and dissemination must be carefully planned over short-, medium-, and long-term periods. Key actors include the Language Agency, Ministry of Education, academics, professional bodies, media, and the public. Ongoing evaluation and revisions are essential to maintain the program's effectiveness. This research contribution also serves as a reference for the government to take initial steps by forming a cross-sector task force, providing funding, promoting teacher training, increasing public awareness, and strengthening cooperation with the media.

This is an open access article under the [CC-BY-SA](#) license.



INFO ARTIKEL

Riwayat Artikel

Masuk 21 Juli 2025

Direvisi 27 Juli 2025

Diterima 29 Juli 2025

Kata Kunci

Bahasa Indonesia;
Perencanaan Bahasa;
Perubahan Bahasa.

ABSTRAK

Perubahan bahasa Indonesia di sektor pendidikan mencerminkan sifatnya yang dinamis dan selalu berkembang. Perubahan-perubahan ini perlu direncanakan dan diarahkan untuk mempersiapkan generasi muda yang melek bahasa dan berintelektual. Penelitian ini bertujuan untuk menguraikan langkah-langkah atau usulan dalam perencanaan bahasa Indonesia di sektor pendidikan berdasarkan fenomena perubahan bahasa yang ditemukan. Penelitian ini menggunakan pendekatan kualitatif dan analisis isi untuk mengkaji perubahan bahasa serta merumuskan kerangka konseptual perencanaan bahasa Indonesia di sektor pendidikan. Fokusnya adalah pada aspek-aspek utama perencanaan bahasa: seleksi, kodifikasi, elaborasi, dan diseminasi, dengan menganalisis berbagai dokumen tertulis seperti artikel jurnal, buku teks, dan dokumen kebijakan. Data dikumpulkan menggunakan teknik dokumentasi untuk mengakses beragam perspektif dan sumber informasi. Analisisnya mengidentifikasi fenomena perubahan bahasa, mengembangkan kerangka kerja yang diusulkan berdasarkan teori Haugen & Tauli, menguraikan tahapan perencanaan strategis, dan diakhiri dengan wawasan-wawasan utama. Hasil penelitian menunjukkan bahwa perencanaan bahasa Indonesia di sektor pendidikan memerlukan kolaborasi antar pemangku kepentingan untuk mengembangkan bahasa Indonesia sebagai bahasa ilmu pengetahuan. Proses seleksi, kodifikasi, elaborasi, dan diseminasi harus direncanakan dengan cermat dalam jangka pendek, menengah, dan panjang. Pihak-

pihak utama yang terlibat meliputi Badan Bahasa, Kementerian Pendidikan, akademisi, organisasi profesi, media, dan masyarakat. Evaluasi dan revisi berkelanjutan sangat penting untuk menjaga efektivitas program. Kontribusi Penelitian ini juga menjadi acuan bagi pemerintah untuk mengambil langkah awal dengan membentuk gugus tugas lintas sektor, menyediakan dana, menggalakkan pelatihan guru, meningkatkan kesadaran masyarakat, dan memperkuat kerja sama dengan media.

This is an open access article under the [CC-BY-SA](#) license.



INTRODUCTION

The evolution of the Indonesian language within the education sector presents an interesting phenomenon for study. As the national and official state language, Indonesian holds a significant role in the world of education in Indonesia (Saroni, 2017; Suwandi, 2022b, 2022a; Widowati, 2019). Changes to the Indonesian language, such as shifts in vocabulary use, sentence structure, and the influence of foreign languages in the form of new terminology, are frequently observed by the author in educational contexts. This ranges from learning materials and the language used by educational stakeholders to the curriculum and other educational programs. For example, in science and technology lessons, many technical terms such as internet, software, hardware, and online are directly adopted from English without adequate translation.

Another concrete example is the adoption of the term "*Belajar Daring*," which refers to distance learning using digital technology. This term became highly relevant and popular since the COVID-19 pandemic struck in early 2020, forcing schools and educational institutions worldwide, including Indonesia, to halt face-to-face instruction and switch to online learning methods (Diana & Amanah, 2021; Nurhasanah R, 2020; Rosali, 2020). The term "*Belajar Daring*" originates from the word "*daring*," an acronym for "*dalam jaringan*" (in the network), indicating the use of the internet as the primary platform for the teaching and learning process. This shift has impacted not only terminology but also educational infrastructure, curriculum, teaching methods, and learning evaluation. Teachers and students have had to adapt to online learning platforms like Zoom, Google Classroom, and Microsoft Teams.

The use of the term "*Belajar Daring*" reflects the evolution of the Indonesian language in accommodating technological developments and global situations. This highlights the importance of a language's ability to create terms relevant to new contexts, thereby facilitating communication and understanding among its users. This transformation affirms the crucial role of term selection and codification in ensuring that the Indonesian language remains dynamic and adaptive to changing times, particularly in the education sector.

This change underscores the dynamic nature of language. Language is in a constant state of flux (Okarma, 2022). As a society that lives with language, it is appropriate that linguistic changes occurring in the education sector be planned and directed. This is not only to prepare a linguistically literate young and intellectual generation but also to ensure that this linguistic development is guided and can preserve the identity of Indonesian speakers for the future. Moreover, as the national language, Indonesian is a form of national identity whose continuity

must be safeguarded indefinitely (Purwono & Asteria, 2021; Ratu, 2023; Riani, 2017).

In response to this issue, the Agency for Language Development and Cultivation, under the Ministry of Education and Culture, has implemented various programs to maintain the purity and acceptance of the Indonesian language in the education sector. One past program was the development of scientific terms or terminology in Indonesian through the compilation and publication of the *Kamus Besar Bahasa Indonesia* (Great Dictionary of the Indonesian Language, KBBI) and specialized field-specific dictionaries (Kemdikbud, 2021).

However, despite these ongoing efforts, the results have not been entirely satisfactory. In the period of 2010-2020, for instance, many foreign terms were still found to be more popularly used by students and teachers compared to the established Indonesian terms (Isnanda & Setiawati, 2019; Saputro, 2019). A primary cause of this phenomenon is the lack of socialization and training for teaching staff to use these terms consistently in teaching and learning activities.

Furthermore, many new terms have emerged due to curriculum adjustments. For example, "*Capaian Pembelajaran* (CP)" (Learning Outcomes) has replaced KI (*Kompetensi Inti*, Core Competencies) and KD (*Kompetensi Dasar*, Basic Competencies) from the 2013 Curriculum, with a focus on integrating knowledge, skills, and attitudes in the learning process. Additionally, "*Modul Ajar* (MA)" (Teaching Modules) has taken over the role of RPP (*Rencana Pelaksanaan Pembelajaran*, Lesson Plans) with the addition of criteria descriptions, performance rubrics, and grade intervals to assess the learning process. These changes reflect an effort to meet more specific and measurable learning needs. Moreover, terms such as "Teaching at The Right Level (TaRL)" and "*Profil Pelajar Pancasila*" (Pancasila Student Profile) indicate a shift in educational focus to ensure that every student has an equal right to learn while developing expected character traits, such as honesty and collegiality. These terminological changes affirm the importance of Indonesian's adaptation to cultural and technological shifts to remain relevant in an ever-changing educational context.

The evolution of the Indonesian language in education brings both positive and negative impacts. On one hand, the enrichment of the language through the adoption of foreign terms is important to broaden students' horizons and understanding of new concepts that may not have equivalents in Indonesian. On the other hand, if not managed well, this can threaten the sustainability of Indonesian as a language of science. Students accustomed to using foreign terms may find it difficult to understand material in authentic Indonesian, thereby reducing their literacy and academic abilities (Haumahu et al., 2024). Another risk is the emergence of disparities in educational access, where students in urban areas, who are more exposed to foreign languages, can more easily keep up with developments compared to students in remote areas.

Similarly, unmanaged terminological changes in the curriculum can create problems. Teachers must adapt to these new terms, as such changes can cause communication difficulties between teachers and students. This requires teachers to adapt to new terminology and alter their ways of thinking and communicating in the teaching process. In response to these issues, Indonesian language planning in the education sector becomes increasingly crucial, leading the author to propose such planning to accommodate the terminological changes that have

occurred.

Previously, there have been several studies on Indonesian language planning. A 2019 study on "Perencanaan Bahasa Indonesia di Era Digital Pada Generasi Millennial" emphasized the importance of considering technological and scientific advancements in language planning (Saputro, 2019). This was supported by a 2011 study on language planning for the Gorontalo language case, which showed the need to consider regional history and cultural context and to expand language use in various contexts (Baruadi, 2011).

Meanwhile, a 2018 study on the politics and planning of the Indonesian language showed that Indonesian language planning holds a special position in the education sector. The Indonesian language plays a crucial role in the development and dissemination of knowledge and serves as a medium for expression in various art forms such as music, theater, and literature. This study also demonstrated that well-functioning language proficiency in daily life is essential, as is the importance of learning proper spelling to avoid errors in writing (Sunendar, 2018). From this review of previous research, the author concludes that Indonesian language planning must consider various aspects such as technological progress, science, social prestige, language use in diverse contexts, and the development of broader language skills. These efforts aim to improve the quality of learning and the use of proper and correct Indonesian.

Although previous studies have identified the importance of considering aspects such as technological advancement, science, cultural history, learning interest and motivation, learning strategies, and social prestige in Indonesian language planning, a gap remains in the integrated application of these findings within a single, holistic planning framework. Specifically, no comprehensive research has considered the aspects of selection, codification, elaboration, and dissemination in Indonesian language planning.

For instance, the variability of needs at each educational level, which should be part of the selection aspect, has not been fully addressed. Likewise, the codification process involving language standards has not simultaneously accommodated technological developments and local cultural contexts. The elaboration aspect, aimed at expanding and deepening language use, has received insufficient attention in relation to learning interest and motivation. Finally, the dissemination aspect, which should ensure that Indonesian language learning strategies are widely spread and effectively implemented across various educational contexts, has not been well integrated. Therefore, research is needed to connect these various findings within a holistic and structured approach, considering all aspects of language planning comprehensively.

Thus, the author proposes a concept based on a holistic approach that integrates the aspects of selection, codification, elaboration, and dissemination in Indonesian language planning in the education sector, which has not been comprehensively accommodated before. Furthermore, this research considers the variability of needs at each educational level, ensuring that Indonesian language learning strategies can be implemented effectively and thoroughly in various educational contexts. The theoretical foundation used by the author for this Indonesian language planning is the language planning theory outlined by Haugen & Tauli, (1969), where the steps undertaken comprise four main stages: selection, codification, elaboration, and propagation (dissemination).

Language planning is a deliberate, systematic effort to influence the function and structure of a language within a society, often initiated by governments or official bodies to address sociopolitical needs. The process begins with selection, a foundational and often politically charged stage where a specific language or dialect is chosen to serve as the standard or official language. This decision is rarely neutral, as choosing one vernacular over others inherently grants prestige and power to the group that speaks it. Selection addresses the need for a unified administrative language, especially in multilingual nations, and sets the stage for all subsequent planning efforts. This phase is a core component of "status planning," which focuses on elevating the social and functional standing of the chosen language within the community (Haugen, 1959; Haugen & Tauli, 1969).

Following selection, the process moves to codification, which involves standardizing the linguistic form of the chosen variety. This is a key aspect of "corpus planning," as it directly shapes the body of the language itself. Codification is the systematic effort to stabilize the language by compiling authoritative grammatical rules, dictionaries, spelling guides, and pronunciation standards. The goal is to create a uniform and stable norm, minimizing variation in form to ensure consistency across different contexts. This stage provides the structural foundation necessary for the language to be used reliably in official and educational settings (Haugen, 1959; Haugen & Tauli, 1969).

Once a language is codified, it must undergo elaboration to expand its functional capacity, enabling it to be used in all domains of modern life. Elaboration focuses on developing the language's resources, particularly its vocabulary, to create specialized registers for fields like science, technology, law, and higher education. This modernization ensures that the language can serve as a vehicle for complex, technical, and abstract thought, moving it beyond everyday use to become a "maximal variation in function" (Haugen, 1959; Haugen & Tauli, 1969).

The final stage is propagation, also known as implementation, which involves the active dissemination of the newly standardized language to the public. This is achieved through official channels such as the education system, government use, and mass media, with the ultimate goal of securing community acceptance and use. Without successful propagation and acceptance by its speakers, a planned language cannot thrive and may remain a mere academic construct rather than a living standard (Haugen, 1959; Haugen & Tauli, 1969).

Based on the preceding discussion, the research question can be formulated as follows: How should Indonesian language planning be designed for the education sector? The objective of this research is to articulate a framework for Indonesian language planning in education that is responsive to contemporary developments. The ultimate goal is for this concept to contribute to the advancement of Indonesian language planning across various educational levels in Indonesia.

METHODS

This study employs a qualitative approach to describe and explain various aspects of the language change phenomenon, subsequently formulating a conceptual framework for Indonesian language planning in the educational context. This study focuses on Indonesian

language planning in the education sector as its research subject. The focus of the study includes various aspects of Indonesian language planning, such as selection, codification, elaboration, and dissemination, as they are relevant in the educational context. The population for this research comprises various written documents related to Indonesian language planning in the education sector, including scholarly journal articles, textbooks, research reports, educational policy documents, and relevant academic conference publications. The research sample, therefore, consists of documents selectively chosen from this population to be analyzed using content analysis techniques.

This study does not utilize an instrument constructed by the author, as the author employs a documentation technique for data collection. This technique allows the author to gather various written documents relevant to the research topic, including scholarly journal articles, textbooks, research reports, educational policy documents, and relevant academic conference publications. This data collection technique was chosen due to the diversity of available data sources in written form, which provide broad access to various perspectives and relevant information on Indonesian language planning in the education sector. By using the documentation technique, the researcher can collect data meticulously and comprehensively for subsequent in-depth analysis in accordance with the research objectives.

The collected data are subsequently analyzed using the technique of content analysis, which involves describing the phenomena of language change identified. In the analysis process, the author undertakes the following steps: (1) The author identifies and narratively describes the phenomena of language change found in the education sector, based on a review of relevant literature and previous studies. (2) The author then formulates the proposed concept or framework in response to the identified phenomena of language change. The proposed concept is based on the language planning theory of Haugen & Tauli (1969). (3) Furthermore, the author formulates short-, medium-, and long-term plans, specifying the relevant stakeholders, their roles, and the expected outcomes. (4) Finally, the author draws conclusions from the discussion presented.

RESULT AND DISCUSSION

Result

The Indonesian language planning initiative conceptualized by the author is predicated on the language planning theory of Haugen & Tauli (1969), encompassing four primary stages: selection, codification, elaboration, and dissemination. The results presented herein elaborate upon each of these stages and delineate the proposed concepts for short-, medium-, and long-term implementation, detailing the roles of various stakeholders and how the anticipated outcomes can be applied within Indonesian society.

Selection

The analysis reveals several foreign terms within the education sector that currently lack standardized terminological equivalents in the Indonesian language. The frequent emergence of these terms necessitates a formal process of selection. Term selection can occur at the level of translation, involving processes such as transliteration, for instance, "computer" becoming "komputer", while terms like "internet" are retained due to their widespread recognition.

Conversely, terms that remain esoteric or are not readily comprehensible, such as "E-learning", "Blended Learning", and "Self-Regulated Learning", warrant replacement with more familiar Indonesian equivalents. A further example is the substitution of "Digital Literacy" with "Literasi Digital". Initially, the English-derived term "Digital Literacy" was employed to denote an individual's proficiency in using digital technology effectively. However, with the advent of the more recognizable and accessible term "Literasi Digital", the former has gradually fallen into disuse. This shift, unfortunately, has not yet been accommodated in terminological dictionaries.

Another case in point is the replacement of "Cyberbullying" with "Bullying Online". While "Cyberbullying" was initially used to describe acts of harassment via digital technology, the emergence of the more transparent term "Bullying Online" has led to its gradual supersession. It is critical to note, however, that both "Cyberbullying" and "Bullying Online" are loan terms from English. No indigenous equivalent exists in Indonesian, unless one were to attempt a direct lexical translation, yielding bullying daring or *Perundungan siber*. The author posits that such translations are suboptimal, feeling incongruous and semantically imprecise. The fundamental question to be addressed is whether the semantic fields of "*Perundungan Daring*" and "*Perundungan Siber*" are truly congruent with, and possess no meaningful distinction from, "Bullying Online" or "Cyberbullying". If semantic divergences exist, how can a newly formulated term effectively accommodate these nuances? Furthermore, will Indonesian speakers, particularly within the educational sphere, possess the capacity to comprehend and accept the proposed term? These are the critical inquiries that must be addressed when formulating lexical equivalents for foreign terms.

In addition to these questions, the author identified that any new vocabulary must also consider curricular exigencies and the specific needs of various educational levels. For instance, the analysis suggests that technical terms at the tertiary education level should not necessarily be effaced or translated. The retention of such terminology is imperative for supporting a profound comprehension of specialized subject matter at advanced academic tiers. Moreover, the elision or translation of these technical terms could result in the loss of crucial semantic value, which in turn could impede the learning process and scholarly communication among students and academics.

Codification

In the codification stage, the author underscores several findings and concepts pertinent to the planning of the Indonesian language in education. Firstly, there is an imperative to update Indonesian language standards to accommodate technological advancements and sociocultural shifts. Based on the term selection outcomes, the author proposes a concept that includes updates to orthography, grammar, and vocabulary, formalized within a terminological dictionary or a similar lexicographical resource. This is intended to maintain the relevance of the Indonesian language in the digital and globalized era. Furthermore, the proposed concept involves the integration of information and communication technology into the codification process to facilitate easier and wider access to Indonesian language learning materials. This can be achieved through the development of digital platforms that provide authoritative and interactive Indonesian language resources for educators and learners alike.

Elaboration

Elaboration constitutes the subsequent phase, which focuses on developing the language's functional capacity across various scientific domains. At this stage, the Indonesian language must be equipped to accommodate the perpetually evolving landscape of science and

technology. Elaboration encompasses the development of new terminology and the adaptation of Indonesian to articulate complex scientific concepts. For example, in the field of information technology, it is necessary to develop terminology capable of explaining concepts such as "cloud computing" or "artificial intelligence" in an easily comprehensible Indonesian register.

Furthermore, within the elaboration phase, it is crucial not only to develop new terms but also to expand the functional range of the Indonesian language across diverse disciplines. This process includes developing learning materials that integrate the use of new terminology, as well as compiling textbooks and training modules aligned with scientific and technological progress. Moreover, elaboration must involve continuous research and development to ensure that the Indonesian language remains capable of accommodating the latest advancements in science and technology.

Dissemination

The final stage is dissemination, which comprises concerted efforts to propagate and socialize the selected and codified terms through educational and mass media channels. Dissemination can be executed through various means, including teacher training, seminars, workshops, and publications in mass and social media. The government, through the Ministry of Education and Culture, must collaborate with the media to disseminate the correct usage of Indonesian terminology. The role of academic communities and professional organizations is also paramount in promoting the use of appropriate terminology in daily practice.

The dissemination of terminology must be comprehensive and sustained to ensure that codified terms are used widely and consistently. This includes propagation through mass media, social media, and educational activities such as seminars and workshops. The government must also provide adequate resources and support for these dissemination efforts, including through training and professional development programs for teachers and educators.

From the phases above, in the short plan (1-3 Years), priority will be given to the intensive selection and codification of terminology. This process involves the establishment of an expert commission composed of linguists, academics, and practitioners to select and standardize relevant terms. The government must also conduct intensive professional development for educators to ensure they are familiar with the new terms and capable of teaching them effectively. Additionally, easily accessible guides on terminology usage must be published and distributed to all relevant stakeholders.

At this stage, efforts will be concentrated on preparing the foundational infrastructure to support language planning. This includes compiling terminological dictionaries, usage guides, and conducting training for teachers and educators. The government must also allocate an adequate budget to support these endeavors, including for research and the development of new terms. Furthermore, close collaboration between the government, educational institutions, and professional organizations is essential to ensure that the standardized terms are used broadly and consistently.

In the medium term (3-10 Years), the focus will shift to the elaboration and initial dissemination phases. The development of the Indonesian language's function in various scientific fields must be a continuous process. Activities will include compiling textbooks that adopt the new terminology, organizing seminars and conferences to discuss recent developments in Indonesian terminology, and publishing scholarly journals that document the results of terminological research and development. At this stage, the government needs to invest resources in linguistic research and development and provide support for educational institutions and professional organizations to engage in this process. Moreover, collaboration with mass and social media must be enhanced to broaden the dissemination of codified terms.

During this phase, efforts will be focused on the wider development and propagation of terminology. This includes preparing textbooks and learning materials that integrate the use of new terms, as well as organizing seminars and conferences to promote the correct usage of Indonesian. The government should also liaise with mass and social media to disseminate information regarding correct terminology. Additionally, continuous training and professional development programs for educators are necessary to ensure they remain up-to-date with the latest developments in terminology.

In the long term (Over 10 Years), the ultimate objective is to ensure that Indonesian functions fully as a language of science and technology. At this stage, the dissemination of terminology should be pervasive across all strata of society. The government must ensure that the educational curriculum has integrated the use of correct and scientifically current Indonesian. Furthermore, a mechanism for continuous evaluation must be in place to assess the effectiveness of the implemented programs and to make necessary improvements. The role of academic and professional communities in promoting the use of proper and correct Indonesian must be perpetually reinforced.

Efforts in this phase will focus on the systemic integration of correct Indonesian language use in all aspects of education and daily life. Viable steps include the integration of codified terms into the national education curriculum and the dissemination of information through mass and social media. The government also needs to provide sustained support for linguistic research and development and ensure that all stakeholders are involved in this process. Finally, a continuous evaluation mechanism is imperative to ascertain that the implemented programs achieve their intended objectives.

The stakeholders involved in this language planning initiative include the Agency for Language Development and Cultivation, the Ministry of Education and Culture, academics, professional organizations, mass media, and the general public. The Agency for Language Development and Cultivation is tasked with the purview of term selection, codification, and development. The Ministry of Education and Culture is responsible for integrating Indonesian language use into the curriculum and for teacher training. Academics and professional organizations are involved in terminological research and development, as well as promoting the use of Indonesian in professional practice. Mass and social media play a role in disseminating information and educating the public on the correct use of Indonesian.

The Agency for Language Development and Cultivation, as the official body mandated with language development, must lead the process of term selection and codification. They must collaborate with linguists, academics, and practitioners across various fields to ensure that selected terms are relevant and comprehensible. The Ministry of Education and Culture is responsible for integrating codified terms into the educational curriculum and providing training for teachers. They must also work in concert with educational institutions and professional organizations to ensure that the developed terms are utilized widely and consistently.

Academics and professional organizations have a crucial role in terminological research and development. They must continuously conduct research to develop new terms that can accommodate advancements in science and technology. Furthermore, they must promote the use of correct terminology in professional practice and ensure that developed terms are used consistently in academic and professional activities. Mass and social media have a vital role in information dissemination. These entities must collaborate with the government and educational institutions to spread information about correct term usage and to ensure that the general public can understand and use these terms correctly.

The anticipated outcomes of this Indonesian language planning initiative in the education

sector encompass several critical aspects for the development of linguistic ability and comprehension. Firstly, an enhancement in the pedagogical quality of Indonesian language instruction is expected, enabling students to achieve a higher level of mastery. Secondly, an elevation of students' linguistic proficiency is anticipated, allowing for more effective communication. Subsequently, the plan aims to expand the use of Indonesian across diverse contexts, including daily life and various scientific domains such as information technology, biology, physics, and mathematics. An increased linguistic awareness among students is also expected, empowering them to use Indonesian more effectively and appropriately.

Furthermore, the initiative aims for the cultivation of broader linguistic competencies, encompassing critical and creative thinking, effective communication skills, and the ability to comprehend and create literary works in various forms, such as poetry, stories, and drama. It is envisaged that these comprehensive outcomes will assist students in acquiring a deeper understanding and a broader skill set in utilizing the Indonesian language in both quotidian contexts and diverse fields of knowledge.

Discussion

Situating the concepts from the preceding sub-chapter within a broader academic context, this section connects the proposed framework to relevant theories and prior research. With regard to term selection, prior research underscores the criticality of choosing terms that are both precise and contextually relevant. For instance, a study by Rosdiana et al (2021) posited the existence of challenges in the selection of technical terms within the education sector. Their findings highlighted the need for clarity and consistency in the application of technical terminology in education to ensure effective comprehension by learners. Haugen & Tauli (1969) also assert that the judicious selection of terms profoundly influences comprehension and communication within an educational milieu.

Transitioning to the aspect of codification, previous research has revealed the necessity of establishing clear standards and guidelines for the use of the Indonesian language in education. A study by Sukmawati et al (2018), for example, discussed the need for harmonizing regulations and policies related to the Indonesian language across various educational tiers. This finding suggests that robust codification can enhance the consistency and quality of the Indonesian language. Correspondingly, Haugen & Tauli (1969) affirm that proper and effective codification establishes a solid foundation for consistent and intelligible language use.

Subsequently, concerning the aspect of elaboration, prior research has highlighted the imperative for the adaptation and development of new terminology in Indonesian to articulate complex scientific concepts. Elaboration efforts signify an endeavor to develop new Indonesian terms to facilitate more effective pedagogy in schools. The results of such research indicate that effective elaboration enriches the Indonesian language as a vehicle for scholarly communication, rendering it capable of competing on a global stage (Melati, 2018).

Meanwhile, within the aspect of dissemination, previous research underscores the importance of propagating high-quality information and Indonesian language instructional materials. Several linguists in prior studies have argued that dissemination must transcend mere socialization and teacher training to encompass a much broader scope, extending to mass media and other governmental and private institutions. The development of standardized instructional materials and Indonesian-based research is also deemed crucial at this stage (Kemdikbud,

2023; Siregar, 2022).

In addition to focusing on the conceptual framework for Indonesian language planning, it is also crucial to devise a structured implementation pathway. The mapping of a phased plan (short-, medium-, and long-term) is imperative in the context of Indonesian language planning for the education sector, as it enables a structured and directed framework for achieving established objectives. The short-term plan is expected to provide a roadmap for organizing activities that must be completed within a brief period, for instance, within a one- to three-year span (Baiq Sumarni et al., 2022; Dewi & Fatmawati, 2022). This short-term plan is intended to facilitate the achievement of set goals within this limited timeframe. Given the conceptual nature of this proposal, establishing measurable short-term actions is critical. At this stage, term selection and codification can be undertaken by the relevant parties. This process can be conducted in parallel with the ongoing monitoring of terminological developments and the dynamics of the educational landscape.

The medium-term plan, with a timeframe of three to five years, is designed to achieve broader and more profound strategic goals (Mukhlis, 2022). At this level, the focus can shift to elaboration, carried out by the respective stakeholders. Subsequently, the long-term plan, spanning more than five years, aims to create significant structural and systemic change (Gairín Sallán et al., 2022; Mohiuddin et al., 2022; Mujab, 2022). Thus, at this level, comprehensive dissemination can be executed, followed by the continuous evaluation of the implemented programs and measures.

The mapping of this phased plan also delineates the distinct roles of various stakeholders. At the governmental level, relevant bodies such as the Ministry of Education and Culture are responsible for formulating policies and strategic directives for the development of the Indonesian language in the education sector (Kemdikbud, 2023). At the institutional level, school principals and teaching staff hold a pivotal role in implementing these plans within their specific educational environments. Research by Lestari (2022) emphasizes the importance of school principals' involvement in formulating medium-term plans to enhance the quality of Indonesian language instruction in schools. Furthermore, the community also has a role in supporting and facilitating the implementation of these plans through participation in public forums, support through daily language use, and its intergenerational transmission to children and families. Research by Nursyamsi et al (2021) and Yulianti & Firdaus (2020) demonstrates that community participation in language dissemination efforts within their environment can ensure the sustainability and success of the language planning initiative. Through the mapping of a phased plan involving various stakeholders, it is possible to ensure that the development of the Indonesian language in the education sector proceeds in a coordinated and effective manner.

CONCLUSION

Indonesian language planning in the education sector necessitates the engagement of multiple stakeholders to ensure the evolution of Indonesian as a language of scientific discourse. The stages of selection, codification, elaboration, and dissemination of terminology

demand meticulous planning and structured implementation across short-, medium-, and long-term horizons. The Agency for Language Development and Cultivation, the Ministry of Education and Culture, academics, professional organizations, mass media, and the public all play pivotal roles. Continuous evaluation is imperative to assess program efficacy and implement necessary revisions. The government must proactively lead this endeavor by establishing a cross-sectoral task force and allocating adequate funding. Intensive professional development for educators, alongside public awareness campaigns, is also required to heighten public consciousness regarding the importance of proper Indonesian language usage in education. Collaboration with mass and social media must be fortified to ensure the correct dissemination of terminology.

This study is circumscribed in its scope, focusing exclusively on proposing a framework for Indonesian language planning within the education sector. A granular analysis of the specific problems and needs at each educational level, involving an in-depth examination of curricula and regulatory frameworks, could be undertaken in subsequent research. Furthermore, potential exists for future studies to expand into aspects of Indonesian language planning related to programs or proposed collaborations with mass media, social media, and other domains that intersect closely with public life.

REFERENCES

- Baiq Sumarni, Dharma Dev Bhatta, & Kho, S. F.-C. (2022). The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. *Journal of Language and Literature Studies*, 2(1). <https://doi.org/10.36312/jolls.v2i1.710>
- Baruadi, M. K. (2011). Perencanaan Bahasa untuk Kasus Bahasa Gorontalo (Studi Kasus Pemakaian Ejaan Bahasa Gorontalo dalam Karya Sastra Daerah). *Jurnal Penelitian Dan Pendidikan*, 8(3). <https://repository.ung.ac.id/hasilriset/show/1/377/perencanaan-bahasa-untuk-kasusbahasa-gorontalostudi-kasus-pemakaian-ejaan-bahasa-gorontalodalam-karya-sastra-daerah.html>
- Dewi, N. L., & Fatmawati, A. (2022). The Implementation of Total Physical Response (TPR) Method to Teach Vocabulary in E-Learning. *Jurnal Pendidikan Bahasa Inggris Proficiency*, 4(1). <https://doi.org/10.32503/proficiency.v4i1.2246>
- Diana, D., & Amanah, R. N. (2021). Parental Guidance and Role dalam Meningkatkan Literasi Anak Usia Dini Di Masa Pandemi COVID 19. *Pena Kreatif: Jurnal Pendidikan*, 10(1). <https://doi.org/10.29406/jpk.v10i1.2818>
- Gairin Sallán, J., Diaz-Vicario, A., Barrera-Corominas, A., & Duran-Bellonch, M. (2022). Teachers' informal learning and organizational learning in Spain. *Journal of Workplace Learning*, 34(1). <https://doi.org/10.1108/JWL-02-2021-0017>
- Haugen, E. (1959). Planning for a standard language in modern Norway. *Anthropological Linguistics*, 1(3). <https://www.jstor.org/stable/pdf/30022188.pdf>
- Haugen, E., & Tauli, V. (1969). Introduction to a Theory of Language Planning. *Language*, 45(4). <https://doi.org/10.2307/412345>
- Haumahu, D. C., Abyan, M. R., Alfarizi, R. B., & Arochman, T. (2024). Effect of Using English on The Erosion of Indonesian as A Lingua Franca. *MIMESIS*, 5(1). <https://doi.org/10.12928/mms.v5i1.9297>
- Isnanda, R., & Setiawati, M. (2019). Upaya Pengembangan Bahasa Indonesia. *Jurnal*

- Pendidikan Bahasa Dan Sastra Indonesia, 2(1).
<https://jurnal.unissula.ac.id/index.php/jpbsi/article/view/7430>
- Kemdikbud. (2021). Kamus Besar Bahasa Indonesia,” in Kamus Besar Bahasa Indonesia. *Kamus Besar Bahasa Indonesia*.
- Kemdikbud. (2023). *Diseminasi Nasional Kemahiran Berbahasa Indonesia, Perkuat Kedudukan Bahasa Indonesia*. Kemdikbud.Go.Id.
<https://www.kemdikbud.go.id/main/blog/2023/03/diseminasi-nasional-kemahiran-berbahasa-indonesia-perkuat-kedudukan-bahasa-indonesia>
- Lestari, N. D. (2022). Problematika Pembelajaran Bahasa Indonesia dan Upayanya dalam Menghadapi Tantangan Era Society 5.0. *EDUKASI-Jurnal Pendidikan*, 20(2).
<https://ejournal.unkhair.ac.id/index.php/edu/article/view/5210/3354>
- Melati, S. (2018). Perencanaan Bahasa Di Indonesia Dan Fungsinya Sebagai Pemersatu Keberagaman Bahasa. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 3(2).
<https://doi.org/10.21107/metalingua.v3i2.7040>
- Mohiuddin, M., Hosseini, E., Faradonbeh, S. B., & Sabokro, M. (2022). Achieving Human Resource Management Sustainability in Universities. *International Journal of Environmental Research and Public Health*, 19(2).
<https://doi.org/10.3390/ijerph19020928>
- Mujab, S. (2022). The Critical Analysis of Competence Development of Head of State Madrasah. *Ilomata International Journal of Social Science*, 3(2).
<https://doi.org/10.52728/ijss.v3i2.468>
- Mukhlis, M. (2022). Manajemen Eksternal Stakeholders Dalam Penyelenggaraan Pendidikan. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(5).
<https://doi.org/10.35931/aq.v16i5.1178>
- Nurhasanah R. (2020). Peran Orang Tua Dalam Pembelajaran Daring Di Masa Pandemi Covid 19 Pada Kelompok B.5 Tk Kemala Bhayangkari Bone. *Educhild*, 2(2).
<https://ejournal.iain-bone.ac.id/index.php/educhild/article/view/1318>
- Nursyamsi, N., Fatinah, S., Asri, M., & Tamrin, T. (2021). Daya Hidup Bahasa Pamona Di Kabupaten Poso. *Multilingual*, 20(2). <https://doi.org/10.26499/multilingual.v20i2.246>
- Okarma, J. (2022). Social and pedagogical interactions with recipients of reference services the scientific libraries at the library helpdesk. *Bibliotekarz Podlaski*, 54(1).
<https://doi.org/10.36770/bp.671>
- Purwono, P. Y., & Asteria, P. V. (2021). Pembelajaran Bipa Dengan Aplikasi Awan Asa Berbasis Pengenalan Lintas Budaya. *Fon : Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 17(1). <https://doi.org/10.25134/fjpbsi.v17i1.3892>
- Ratu, D. M. (2023). Perbandingan Pronomina Persona Bahasa Daerah Mongondow Dengan Pronomina Bahasa Indonesia Dan Sumbangannya Dalam Pengajaran Bahasa Daerah. *KOMPETENSI*, 3(1). <https://doi.org/10.53682/kompetensi.v3i1.5927>
- Riani, R. (2017). Permasalahan Dalam Perencanaan Bahasa Pada Masyarakat Multikultural. *Madah: Jurnal Bahasa Dan Sastra*, 3(2). <https://doi.org/10.31503/madah.v3i2.575>
- Rosali, E. S. (2020). Aktifitas Pembelajaran Daring Pada Masa Pandemi Covid -19 Di. *Geography Science Education Journal (GEOSEE)*, 1(1).
- Rosdiana, L. A., Sunendar, D., & Damaianti, V. S. (2021). Perencanaan Bahasa Indonesia Pada Setiap Jenjang Pendidikan Berbasis Kurikulum 2013: Implementasi Dan Tantangannya. *Semantik*, 10(2). <https://doi.org/10.22460/semantik.v10i2.p135-146>
- Saputro, M. Y. (2019). Perencanaan Bahasa Indonesia di Era Digital Pada Generasi Milenial. *Pesona: Prosiding Pekan Seminar Nasional Pendidikan Bahasa Dan Sastra Indonesia*, 2(1). <https://jurnal.uhamka.ac.id/index.php/pesona/article/view/3770>

- Saroni. (2017). Peran Retorika Dalam Bidang Pendidikan. *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia*, 2(1). <https://doi.org/10.31943/bi.v2i1.38>
- Siregar, R. A. (2022). Perencanaan Pembelajaran Bahasa Indonesia - Google Books. *Bandung: Refika Aditama*.
- Sukmawati, Nurhayati, & Iswary, E. (2018). Penggunaan Bahasa Indonesia pada Informasi Layanan Umum dan Layanan Niaga di Kota Kendari. *Jurnal Bahasa Dan Sastra*, 2(1), 3–4. <https://repository.unhas.ac.id/id/eprint/7778/2/sukmawati-596-1-11-sukm-i%201-2.pdf>
- Sunendar, D. (2018). Politik dan Perencanaan Bahasa. *Kongres Bahasa Indonesia: XI*, 1(1), 1–23. https://repositori.kemdikbud.go.id/9969/1/dokumen_makalah_1540466297.pdf
- Suwandi, S. (2022a). Pedagogi Genre dan Sibergogi dalam Pembelajaran Bahasa Indonesia di Era Digital untuk Mewujudkan Kompetensi Multiliterasi Siswa. *Seminar Nasional Pendidikan, Universitas Timor*.
- Suwandi, S. (2022b). Sinergi Budaya Dan Teknologi Dalam Ilmu Bahasa, Sastra Indonesia, Dan Pengajarannya. *Jurnal: Universitas Sebelas Maret*. https://repository.usd.ac.id/43600/1/8324_05+F+Prosiding+Seminar.pdf
- Widowati, D. F. (2019). Eksistensi Bahasa Indonesia dalam Menunjang Ilmu Pengetahuan di Tengah Maraknya Penggunaan Bahasa Asing di Era Globalisasi. *Language*, 8. <https://osf.io/a7mbj/download/?format=pdf>
- Yulianti, S., & Firdaus, W. (2020). Keterancaman Bahasa Roswar: Analisis Daya Hidup Bahasa. *Ranah: Jurnal Kajian Bahasa*, 9(2). <https://doi.org/10.26499/rnh.v9i2.2942>