

## Implementation of Bilingual and Multilingual Education in Indonesia: A Literature Review

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### Abstract

There are many different languages spoken in Indonesia. There is a language unique to each area. Therefore, acquiring a language is a requirement for success in school. Following Indonesian as the language of teaching during the learning process, regional languages are used. English study is crucial in the educational field. In order to communicate in the current world, we must speak English. This change has an impact on the educational environment. Local languages diversifying and now becoming bilingual. Examples and an explanation of how bilingual and multilingual education is used in Indonesia are provided in this chapter. This article use library research to help people comprehend bilingual and multilingual education. In the first paragraphs of the article, bilingual and multilingual educations are defined, along with their goals and methods of implementation. The sources used in this article are pertinent to the subject, and the wording is descriptive.

**Keywords:** Bilingual, Multilingual, Education, Implementation

### Introduction

A communication tool that is constantly changing is language. Being a universally used form of communication, language is a vast and fascinating topic. We must learn various languages because the number of languages is rapidly increasing. The emergence of multiple languages from the expansion of one language is currently necessary. Making the mother tongue bilingual is now crucial if you want to learn many languages.

A multilingual person, as opposed to someone who is bilingual, is fluent in more than one language. However, we now need to be bilingual in order to stay up with advancements. A wise financial choice is to study a foreign language. Where should we look for work in the global economy? If they speak multiple languages, they will do better in international activities. This trend has an effect on schooling as well. By using this bilingual and multilingual approach, English is recognized as one of the essential elements in raising educational standards. This website's basic introduction of bilingualism and multilingualism contains details on how these ideas are used in Indonesia.

### Methods

In order to develop hypotheses, this article employs a qualitative descriptive strategy that involves undertaking library research with the aid of books and journals. The adoption of bilingual and multilingual education in Indonesia is covered in this article. People are now expected to be fluent in more than one language in addition to their mother tongue.

### Results and Discussion

#### *Definitions of Bilingual and Multilingual*

English is one of the key components in raising educational standards, thanks to the use of bilingual and multilingual methodologies. Bilingual or multilingual education refers to the use of two or more

languages as a medium of instruction. Bilingual education refers to both instructional delivery methods in numerous scholarly articles (UNESCO, 2003). The American Heritage Dictionary defines a bilingual person as someone who can speak two languages fluently, while the Oxford English Dictionary Online describes a bilingual person as someone who can speak two languages (Goh and Silver, 2004). Bilingual people can use more than one linguistic code for social communication in a society where two or more languages are related to one another. While the second is more focused on individuals and is connected to psycholinguistic studies, the first is more concerned with society and closely relates to sociolinguistic studies (Goh and Silver, 2004).

According to Walner (2016), bilingualism is the ability to communicate effectively in a language other than one's mother tongue. Bilingualism is a diverse and complicated phenomenon. There are several components that make up the bilingual process that substantially diversify the bilingual experience and have the ability to change how it turns out (Bialystok, 2008). Bilingualism can be measured along a continuum of skill level and frequency of language use, despite the fact that there is no single definition for it. It involves linguistic, social, and psychological difficulties and calls for diverse understanding. Other researchers have also looked into this issue in an effort to come up with a solution. While Haugen (1953) claims that bilingualism is an individual state that begins when a person can have meaningful discussions in two languages, Grosjean (1998) defines bilingualism as the regular use of two languages.

Bilingualism can have both beneficial and negative effects on a culture on a personal and social level. Scholars and educators find it fascinating that bilingualism and bilingualism have coexisted for so long. Both have an impact on people, both consciously and unconsciously, from childhood through maturity. According to Grosjean and Bloomfield, there are various meanings of bilingualism depending on the circumstance and context (1995). (1998). Being fluent in two or more languages is a better way to define bilingualism (Grosjean, 1995).

Serra claims that there are three distinct varieties of bilingualism. Serra claims that the first type of bilingualism is intentional, the second type is organic, and the third type is mature (2017).

1. Planned bilinguals are individuals who learn their language by a conscious method, usually one that their parents choose. Although they may opt to use a variety of strategies, early bilingualism offered certain advantages as well. The success of bilingualism will increase with naturalness.
2. People born in a place with a diversity of native languages fall into the second type, which is known as naturally bilingual. Some of these places are the outcomes of previous wars, and are frequently even connected to politics.
3. A bilingual adult is the third. First language (L1) and second language (L2) are terms used by bilinguals that have an impact on one another. This latter category includes all those who must later in life move to a foreign country and acquire a new language due to a job or other circumstances (Serra, 2017). (Serra, 2017).

There are far too many distinct types of bilinguals, but they are all fluent in the language they need. Some bilinguals can only read and write in one language, while others can do it in both. Some multilingual people only have a basic understanding of their second language. The distinctions between bilinguals and monolinguals should be kept in mind (Grosjean, 1998).

Multilingualism has gained popularity alongside bilingualism. Speaking three or more languages, including one's mother tongue, a regional or national language, and an international language, is referred to as multilingualism by UNESCO. Goh and Silver contend that multilingualism only becomes a state in a multilingual society (2004). Though it's not always the case, the majority of the population is frequently bilingual or multilingual. Another definition of multilingualism is polyglotism, which is the use of multiple languages by one speaker or a group of speakers. A multilingual person can interact with others in a range of languages either actively (by speaking, writing, or signing) or passively (by listening, reading, or perceiving), according to Wikipedia.

According to Kress and Van Leeuwen in Meyer 2011, instances of multilingualism include the usage of languages with varying social and historical statuses in a community as well as communication

between interlocutors with various linguistic and cultural backgrounds. It also encompasses the strategies and modes of presentation used to convey meaning. The spatial cohabitation of two or more languages in the same location at the same time is another requirement for multilingualism (Meyer, 2011).

Bilingualism is the capacity to converse fluently in two languages other than one's mother tongue, as indicated in the definition above. Comprehending regional languages other than Indonesian Being "multilingual" refers to being fluent in at least three languages, including one's native tongue as well as numerous others, such as a regional or national language and an international language.

### ***Bilingual and Multilingual Education***

The program model states that when teaching academic subjects in bilingual education in both native and second languages, variable ratios of each language are used. "Multilingual education" in this context typically refers to "first language-first" training, which begins with the child's first language before going on to other languages. Programs for multilingual education (MLE) are widespread in poor countries when the official educational system habitually discriminates against speakers of minority languages (<http://en.wikipedia.org>). These definitions provide information on how a non-single language is taught in the educational system.

Bilingual and multilingual education, according to UNESCO, describes the use of two or more languages as a teaching technique (2003). The terms bilingual education and dual language education are frequently used synonymously in specialized literature. From this angle, it could be argued that multilingual education includes additional languages, whereas bilingual education teaches in two languages. The use of different languages in this situation will depend on a variety of interconnected elements.

Using a variety of languages as the primary medium of instruction is emphasized in multilingual education, a type of instruction (Weber, 2012: 108). In the early stages of multilingual education, using what Weber called a multilingual language is acceptable, but at least during those years, each language becomes a required choice to be learned and integrated into the curriculum. As the cultural landscape of today becomes increasingly complicated, bilingual education is crucial. Language diversity is valued in many nations with multilingual populations.

#### **Purposes of bilingual and multilingual education**

The goals of bilingual and multilingual education programs are similarly varied, ranging from the promotion of academic skills in a dominant language other than the students' native tongue to the development of high levels of competence and academic accomplishment in both target languages. In a similar spirit, some curriculum encourage students to ingratiate themselves with the prevailing or mainstream culture, while others aim to teach pupils about other cultural groups in addition to their own. According to Gándara and Hopkins (2010) on page 4, initiatives that aim to create "multilingual, culturally competent citizens who can flourish and contribute to our increasingly global society" are gaining favor.

### ***Implementation in Indonesia***

#### **1. The Practice of Bilingual Education in Indonesia**

Numerous facets of life alter as globalization progresses. Due to changes in education, we must improve our communication abilities, particularly in the widely spoken and understood international language of English, in addition to becoming more competitive. Language proficiency and the ability to use language correctly in a particular setting make up communication competence (Ahmed, 2018).

The National Ministry of the Indonesian government uses English's role as a universal language in the age of globalization to illustrate the benefits of bilingualism, particularly in terms of boosting the brain's executive function. The Indonesian government constructed a bilingual school with the intention of turning it into an RSBI or SBI school as one of its innovative responses to the aforementioned problems. RSBI (International Standard School Pioneer) and SBI are the pioneer schools that adhere to

international standards (International Standard School). Although it is recommended to use the programs in elementary, middle, and high schools (Margana, 2015).

Reference is made to Law of the Republic of Indonesia Number 2 of 2003 Article 50 Paragraph 3 with regard to the execution of the bilingual program. Law requires Indonesia's national and local governments to build at least one educational facility at each level of education with the goal of eventually making it an international standard. Government Legislation Number 17 of 2010 Concerning School Management is another regulation that establishes the guidelines for its programs.

In Indonesia, a bilingual curriculum was introduced in 2004 as an addition to the prior educational framework, which was built upon a parallel framework used in private schools. English is used in a range of disciplines in Indonesia's bilingual curriculum, including science, math, and other subjects where language is used in classroom activities. It works as a communication tool in the classroom as well. In addition to foreign programs, it is frequently employed as a program.

Multilingual professors who instruct the relevant courses in the classroom use English as a communication medium. They benefit from this because they now have a focused strategy for learning English to manage the English-language material of the communication activities in their optional sessions. A bilingual education program that uses two languages improves students' comprehension of the material being covered and encourages the growth of a mental translation system (Romaine, 1995).

Around 1400 schools were built as a result of the implementation of education, which gained popularity starting in 2006 and continued for around six years, and were recognized as world-class institutions of higher learning in 2012.

It must be challenging to implement bilingualism in Indonesia. Bilingual education lasts about six years in Indonesia. Since 2011, a number of organizations have criticized this program, claiming it discriminates against lower-class children from higher-class students because the bilingual school benefits upper-class students more than lower-class students and produces multiple levels and adaptations (Henly, 2013).

A small number of courses at specific schools that are designated as bilingual schools or international standard pilot schools will use this curriculum, which is regarded to be expensive and expensively constructed. This leads to social inequality among certain pupils and parents who believe their children aren't being treated fairly, which worsens the social atmosphere. Prejudice, escalating public resentment, and social unrest (Margana, 2013).

Another issue is that since students enrolled in bilingual education programs must be able to converse in two languages, bilingual teachers who are fluent in both their first language (Indonesian) and second language (English) are required (Margana, 2015). The Indonesian government is recommended to train capable multilingual instructors before launching the program. The major problem in Indonesia is that many bilingual teachers don't know enough English to effectively use it in the classroom. Bilingual teachers occasionally use only English for their opening, closing, and instructional remarks in class rather than going deeper with appropriate language.

The multilingual program, according to the Supreme Court, is in violation of the Republic of Indonesia's 1945 Constitution. Younger generations, who are less proud to speak Indonesian because the bilingual program is only available to the wealthy, think that its introduction will be bad for the nation. a nation (2011) (2011) (National.kompas, 2011) (National.kompas, 2011). The phrase "bilingual class program" may also be used to ask parents for financial support for their kids.

As a result, starting in January 2013, the bilingual education program was forbidden. In response to this ban, the Ministry of National Education developed the 2013 curriculum. By employing this tactic, bilingual schools have been able to uphold their worldwide curricula while complying with regulatory obligations.

## 2. The Practice of Multilingual Education in Indonesia

A number of languages are used as the primary instruction language in the multilingual educational system (Weber, 2012). All languages will eventually be taught in the classroom and included in the

curriculum, despite the fact that a multilingual education program is only now getting off the ground. The increasingly complicated cultural context of today makes bilingual education crucial.

Bilingual education is widely practiced in Indonesia. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines multilingual education as using at least three different teaching languages, including the student's native language, a regional or national language, and an international language (2013). When someone uses the term "language of instruction," they're referring to the language that is utilized to convey the core concepts of the educational system. An ongoing problem in the development of high-quality education is the choice of a language, or even the language of instruction (education policy may propose employing a diversity of languages of instruction) (UNESCO, 2003).

These three languages are used to discuss the phenomenon of multilingual education in the context of Indonesian education.

a. The use of mother tongue in Indonesian education

Numerous Indonesian institutions have historically provided instruction in their original tongue, particularly at the primary and elementary levels. Using the learner's mother tongue as the instruction language is known as "teaching mother tongue," according to UNESCO (2003). Mother tongue is another educational subject to bring up. During the early years of education, it is thought to be especially crucial. The expert recommended offering instruction in the student's native tongue.

Various mother tongues will be spoken in those schools, depending on the environment in which they are situated. A separate dialect of Javanese is more likely to be spoken by those who reside in Java and attend schools there, such as those in Central Java. When speaking, they use a variety of accents and tones.

One must employ their native tongue, which could have the most emotional appeal, as the language of identity for their group (Joseph in Shameem, 2007). Students that engage in group activities in the classroom utilizing their native tongues for brainstorming, planning, and reflection can benefit from improved learning. In fact, a significant portion of Indonesian children, particularly those who are in school, speak their mother tongue both inside and outside of the classroom. Some claim that including pupils' mother tongues helps them understand debate topics and speaks more smoothly while expressing them. This appears to be significantly impacted by their regular communication, particularly when it comes to relationships with friends and family.

b. The use of Indonesia language in Indonesian education

There is only one official language that is accepted for official and legal purposes in the great majority of nations. Indonesian is the preferred language in the country's educational system. Through its formal instruction, the language used in the educational system bestows authority and repute. The conceptual aspect of language also refers to common beliefs and worldviews that are represented through and in it, in addition to the symbolic meaning of status and visibility (UNESCO, 2003).

Indonesian is the only official national language of this nation. It was created as the national language that unites the varied Indonesian people, according to the Youth Pledge, which was released on October 28, 1928. Along with one homeland, one nation, and one language, it also listed three goals.

The fact that the majority of people currently talk predominantly in Indonesian shows that Indonesia has been successful in making Indonesian an official language (Lauder, 2008). It performs crucial tasks in a variety of industries, including business, law, employment, and education. The principal language of instruction in Indonesia's educational system, which is mandated by Law Number 20 of 2003, is English. Indonesian must therefore be taught and used as the language of teaching at all educational levels.

c. The use of Foreign Language in Indonesian Education

Indonesian students are expected to get an education in a foreign language in accordance with Law Number 20 of 2003. Along with Indonesian, law students are required to master a variety of

other languages. One foreign language that has made tremendous progress and been integrated into Indonesian education is English. English is the most widely spoken language outside of the country, despite the fact that Chinese, Mandarin, and Japanese are also spoken there. Indonesians were first exposed to English instruction in junior high schools in 1914, according to historical sources. (1969 Van der Veur and Lian; 2008 Lauder) There are more opportunities than ever for academic institutions to use English as the major language of instruction, despite the fact that it is a second language in Indonesia.

One of the many foreign languages that are briefly taught or spoken is English. Despite Suharto's ban on the Chinese language and culture, there is currently an increasing interest in studying Mandarin due to China's expanding economic interests, the two nations' increased commerce and business, and the cultural and ethnic bonds among populations of Chinese origin in China (Lauder, 2008). English is a subject. Especially in organizations that follow global norms. The students in this scenario do all of their presentations, discussions, and assessments in English.

Results and analysis demonstrate how linguistic development may impact training effectiveness. The predominant language of instruction at these institutions of higher learning is Indonesian. Learning a language other than one's mother tongue is imperative if one wants to keep up with the trend of globalization. Due to advancements, knowing English is becoming more and more important. English usage is crucial in bilingual education. In classrooms, English is the primary language of instruction. Although Indonesia has adopted this strategy, there are several serious problems, such as the fostering of bias, the fact that some teachers have language barriers, and the perception that schools are only searching for parental financial support.

This effort only had a six-year life lifetime. A minimum level of fluency in regional, national, and foreign languages is required for multilingualism. English proficiency is becoming necessary in Indonesia.

## Conclusion

The concepts bilingualism and multilingualism are defined in this essay. Bilingual or multilingual education is the practice of teaching in two or more languages. In this essay, the value of English is addressed. To achieve fluent and exceptional bilingual and multilingual performance, the government develops and implements a single bilingual education program as an international standard school.

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