

Navigating Local Wisdom and National Language Policy: A Case Study of Classroom Interaction Dynamics

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Abstract: The Indonesian education system demands the use of the national language in formal situations, posing a dilemma in Blitar schools where teachers and students typically utilize Blitar Javanese alongside Indonesian. This study analyzes the reasons underlying this linguistic choice in classroom interactions using a qualitative single-case study design. Twelve self-selected instructors participated in two weeks of online interviews during COVID-19 to gather data. The results highlight the importance of Blitar Javanese in conserving local knowledge and show that it promotes comfortable and active communication in classroom environments. This study emphasizes methods for preserving regional linguistic history in educational settings while utilizing language effectively.

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INTRODUCTION

Blitar is a small city located in eastern Java province of Indonesia. It is considered a historical heritage city of the nation's founders, one of which was Indonesia's first president Soekarno and hero of independence Soepriadi. Since independence until now, some residents of Blitar city still believe in ancestral beliefs ranging from customs, social behaviour, education, relations between communities, and the use of language and it is considered as their local wisdom because they feel they have it. All non-local cultures will get intervention from the Blitar communities so that foreign cultures that enter will be challenging to blend with life in the city of Blitar. Similar to the learning process in the town of Blitar today, the interaction between teachers and students, especially at the high school level, who should use Indonesian as the language of instruction in the learning process in class, still uses a mixture of both Blitar Javanese and Indonesian language. Although in the learning process, it is required to use Indonesian as the national policy of Indonesia as the Language of Introductory for education units in Indonesia.

State high school 4 "SMA N 4" in Blitar is a new school that was established in the 2011-2012 academic year. In line with Indonesian high schools generally, this high school's curriculum is completed in three years, from class X to class XII. Since the majority of the teachers and students are from Blitar, the local culture is closely reflected in the ways that learning occurs there. A mixture of both Indonesian language as a national policy and Blitar Javanese as an indigenous language of Blitar as a pearl of local wisdom is still used in communication. On the other hand, Indonesian language must be used as the language of instruction in national education in all levels of education (Presidential Regulation on the Use of Indonesian Language (Peraturan Presiden No 63 Tahun 2019 Tentang Penggunaan Bahasa Indonesia), 2019). In the current education system language of instruction in learning, interactions must use Indonesian as a formal principle recognised by the state or as a national policy in the use of language in education so that communication between teachers and students in learning interactions must use Indonesian as the primary communication tool. The local tongue, "Javanese Blitar," is spoken by other acquisitions in every location, particularly

in Blitar city, where it has been used for years as a means of communication in both formal and informal fields, particularly education. That issue becomes the polemic in learning because most teachers still use two choices of language. The language of Blitar Javanese as a companion in the learning process will make the interaction more manageable for students to understand learning materials, and the class will be more effective. Again teachers who only use Indonesian as the language of instruction in classroom interactions will set up lousy communication among them.

The preview research findings concluded that instead of descriptive words the teacher uses the national language “Kiswahili” and English in various ways to teach such as mathematics, social science, religion and science (Mose, 2016). A variety of conflicts arose for Sabao instructors during the policy's implementation. These developed because the system was vague regarding which language should be utilized as a medium of teaching and which language should be taught in MT subject classes. Rather, the decision of whether it was more acceptable to teach using the indigenous language, known as the MT, or the catchment area's style rested with individual schools and teachers within those schools, in this case, Kiswahili (Jones & Barkhuizen, 2011). These are excellent illustrations of how language-based programs or workshops may provide kids the chance to rediscover who they are in a constructive, group-oriented language-art dynamic that enhances and benefits their sense of belonging to an Indigenous community (López-Gopar et al., 2013).

A few of the obstacles to using MT in Kenyan schools are the variety of languages and dialects, the uneven approaches taken to address the issue, the public's skepticism regarding the use of mother tongue instruction, the lack of funding, pedagogical issues, and even the conflict between ethnic allegiances on the one hand and the Teacher's Service Commission policy, which requires a teacher to be assigned anywhere in the nation (Naom & Sarah, 2014). English, Kiswahili, and the native languages are the three languages that compete in Kenya. Kiswahili, the national language, ought to be prioritized in the classroom as well. In terms of policy, I would suggest that we increase the duration of instruction in the native tongues to five years in order to facilitate the transition to English or even Kiswahili in Standard 6 (Bunyi, 1999). Another research revealed that bilingualism in a language interaction habit positively influences the acquisition of other language skills that are also used (O'Donnell, 2010).

In practice, learning interaction using two languages such as in SMA N 4 Blitar will be more lively and understanding the use of Indonesian will be better because of the support of understanding of the Javanese Blitar language used in classroom interactions. Again the other researchers concluded that how indigenous language education is crucial to promote a culture that respects local wisdom (Jacob et al., 2019). By using Blitar Javanese as a companion of Indonesian for classroom learning activities, teachers and students will participate in preserving the local culture of the city of Blitar. On the other hand, more research finding revealed the fact that there are some serious obstacles to the preservation of mother tongue, which includes cultural heritage due to the presence of migrant languages that are used and limit the domain of the use of descriptive words (Ben & Nkosana, 2014). There is a level of difficulty in saving local wisdom in the continued use of style due to the use of more dominant foreign languages. It can be illustrated that preserving Blitar Javanese language in class interactions will experience difficulties if teachers insist on using Indonesian in all written and oral classroom interactions.

From the choice problem of language use in classroom interactions between the teachers and students above, the author has a strong desire to reveal the source of the problem occurred, as follows: 1) How do teachers and students conserve their local wisdom “Blitar Javanese language” overshadowed by National Policy “Indonesian language “on the language use in the class interaction ?; and 2) Why is local wisdom “Blitar Javanese language” still the leading choice as a companion of national policy “Indonesian language” on the language use in the class interactions?.

It is firmly believed that the findings of the study's disclosure of this research problem would significantly improve the ongoing use of the language of instruction in the teaching and learning process, particularly in Blitar City. Again these results will be of great interest to the existence of Blitar's local language as the local wisdom of Blitar in this millennial era..

METHOD

This study employed a case study for the Single-Case Design in qualitative research. The research's subjects were twelve Indonesian language, sociology, guidance and counseling, mathematics, biology, and geography instructors from SMA N 4 Blitar who were chosen through self-selection in response to the problem's requirements. The following is how the online system's depth interviewing is used in the data collection process: 1) Using the online system, the WhatsApp application, the author distributes interview sheets to the twelve teachers who are the focus of the study; 2) the participants have two weeks from March 16–30, 2020, to respond to interview sheets created in accordance with the research needs; and 3) the author receives the interview sheet results. There is an inherent formality to interviews, as the researcher has invited the respondent to share some of his thoughts, not in a casual conversation but in a setting where the researcher will document or write it down (Bassey, 1999). Due to the crisis policy, data for this study was gathered by online interview recording within two weeks of classroom instruction. COVID-19. The methods used to gather the data will produce findings that support the objectives of the study. He starts his interview data analysis by 1) gathering all of the subjects' answers that are related to the research topic and 2) identifying summary findings that are particularly pertinent to the research problem. He then takes a number of actions to formulate the final outcomes that are acquired. namely: 1) Arrange and get the data ready for examination; 2) Examine or read all of the information; 3) Get all of the data coded; 4) Create themes and a description; 5) Outlining the themes and description as the research's conclusions (Creswell & Creswell, 2018). Case study analysis is richly descriptive as it is focused on broad and varied sources of knowledge. It uses quotes from key players, stories, interview processes, and other literary strategies to construct visual images that bring to life the nature of the many variables involved in the phenomenon being studied (Dawson, 2006).

The researcher follows several steps from the initial phase to the interpretation of the findings: 1) selecting participants and research locations aligned with the study's theme; 2) coordinating with teachers as an introductory step to the research process; 3) collecting data using interview sheets distributed via WhatsApp groups; 4) processing interview data following the stages of a case study approach, and 5) interpreting the fully processed data as the final outcome of the research.

FINDING AND DISCUSSION

Bagian The research findings from data analysis are: 1) saving the continuity of Blitar Javanese language as local wisdom, teachers use Blitar Javanese in oral classroom interactions even though Indonesian language also dominates in learning due to national policies ; 2) although written class interaction uses Indonesian language, teachers use Blitar Javanese language to clarify the difficulties; 3) Blitar Javanese language as local wisdom is still the leading choice used as a companion language for class interaction between teachers and students more lively and students are quick to understand the material if explained using Javanese Blitar compared to Indonesian; and 4) the teacher wishes to always use the Blitar Javanese language as Indonesian language companion in classroom learning interactions because the teacher considers it to be an effective way to save the continuity of Blitar's local wisdom. Besides, students are more familiar with the material and more familiar with social relations in class. Preview research finding concluded that the local language / local wisdom can change from worthless to very valuable interaction if always

maintained and preserved (De Korne et al., 2018). Moreover, we must keep the existence of local languages / local wisdom in the community and at school and use them in communication so that the presence of local languages is not endangered (Dani et al., 2019).

The benefits of this research finding are that teachers and students will get used to applying the Blitar Javanese language as a companion of Indonesian both in-class interactions and in daily life so that the local wisdom of the Blitar Javanese language is maintained and applied in social interactions in and outside the classroom. Moreover, students will understand the learning material clearly because they are more comfortable in the learning community.

In selecting the research location and subjects, the authors align the choices with the study's theme and conditions. Participants are chosen through a self-selection process by contacting a teacher representative, who serves as a leader in learning activities, via WhatsApp. Then the authors choose twelve teachers of Indonesian language, sociology, guidance and counselling, mathematics, biology, and geography from 75 total teachers and all subjects were grade XI teachers. The twelve teachers selected for this study, known for their practice of using mixed languages in the classroom, were identified through initial observations conducted a week before data collection. This process included asking relevant questions and consulting students from their classes. The research site encompasses four key elements: (a) the setting, referring to the location of the study; (b) the actors, including those being observed or interviewed; (c) the events, focusing on the activities of the actors being observed or discussed; and (d) the process, capturing the dynamic progression of activities carried out by the actors in the setting (A. Michael Huberman, 2014). Then proceed with coordination with the teacher as the initial step of the research introduction, the author provides information related to the patterns in the research and introduces the topic as a teacher's guide to apply in the learning process so that the teacher does not experience obstacles in conducting trials in the learning process. After the teacher has conducted the learning process for two weeks, the author begins distributing interview sheets and sent via WhatsApp for the data collection process.

Interview sheet	
	As a teacher, do you use Indonesian or Javanese Blitar language in the class interaction (a mixture of Javanese Blitar language)? Why do you use that language? How do you feel when using the language in the classroom? And when interacting with students in class what language would you prefer to use? In your experience, when using the language, how do you interact in class when learning? When writing on the board or instructing students to do assignments from you, which language do you most often use Indonesian or Blitar Javanese? Why did you choose to use the language in writing assignments in class? What language do most students use when your class interacts in writing? Can the use of Indonesian in a formal environment be entirely carried out in a school environment, considering that our national language is Indonesian? In your opinion, the teacher should use which Indonesian or Javanese language in interaction in the school environment?

	Name	Summary of Responses
	Indonesian Teacher A	The Blitar Javanese language should be utilized as a complementary language in classroom interactions, as it fosters greater engagement and enhances the effectiveness of the learning process, even though written assignments are completed in Indonesian. Teachers play a vital role in preserving the local wisdom of the Blitar region to ensure its cultural heritage is maintained.
	Indonesian Teacher B	Although Indonesian serves as my primary language for classroom interactions, I often use Blitar Javanese as an alternative instructional language because it captures the students' interest during communication. For written activities, however, I rely on Indonesian, as it simplifies the correction process. Utilizing Blitar Javanese in classroom interactions proves beneficial, as it helps maintain students' attention and engagement.
	Sociology teachers A	I prefer to use Blitar Javanese in-class interaction because I can maintain the continuity of our local language and children understand better if I use the word when I interact in class orally, but when writing I use Indonesian, and I think teachers should while maintaining the local wisdom of the Blitar Javanese language to remain employed in the area in class interaction so that the continuity of the Blitar Javanese language remains
	sociology teachers B	I always use spoken and written Indonesian during class interactions because I agree that children should be accustomed to using Indonesian in formal class activities to get used to it, and, children find it challenging to understand because children prefer to use Blitar Javanese, and teachers should use Blitar Javanese language in class interaction although only occasionally to preserve it
	Guidance and counselling teachers A	I use Blitar Javanese throughout the interaction, and sometimes I accompany Indonesian, but in writing activities I always use Indonesian, and I think teachers should use Blitar Javanese as a companion language for Indonesian so that the class is more interactive and local culture is maintained
	Guidance and counselling teachers B	In class, I use Indonesian almost in all communication, but sometimes I use a little Blitar Javanese language to clarify the case if students still don't understand. My all written assignments use Indonesian, and I think all teachers in Blitar must turn on Javanese Blitar started at school, even though it was only for a short time to maintain its sustainability.
	Mathematics teachers A	I prefer to use Blitar Javanese rather than Indonesian because the class is more lively and children understand the material more in oral

		interactions if my written communications continue to use Indonesian, but my children always explain again using Blitar Javanese so that in writing they understand more, and the teacher should preserve the Blitar Javanese language as the local wisdom of Blitar
	Mathematics teachers B	I prefer the Indonesian language during oral and written interactions, but when the children have difficulties I will accompany the Blitar Javanese language, and in my opinion, the teacher should continue to use Blitar Javanese as a class interaction companion
	Biology teachers A	I prefer to use Blitar Javanese language for class oral interaction because students interact more if my writing assignments use Indonesian, and the teacher should use mixed languages to communicate in oral and written classes
	Biology teachers B	I use Indonesian more dominant in written and oral classroom interactions, but if the children still don't understand I will accompany a little Blitar Javanese so that children interact more, and class teachers should continue to use Indonesian in teaching but may also be accompanied by Blitar Javanese when students need more clarity
	Geography teachers A	I think Blitar Javanese is more popular with students in-class interactions, but in my writing assignments using Indonesian, the teacher should use mixed languages
	Geography teachers B	Blitar Javanese language is better understood by the class if in my opinion all class activities using the Blitar Javanese language will be more directed towards learning, even when written in Indonesian. And in my opinion, you should use the Blitar Javanese language as a language of instruction for classroom learning because the problem is more striking

After the interview process is complete, and the results are sent to the author. The next step is to process the interview data by grouping according to the research questions to share following the research objectives so that the writer will easily take the collection of answers as an illustration of the interpretation of the results of the research. As follows:

Table 3. Summary of Research Questions and Responses		
	Research Questions	Interview Responses
	1) How do teachers and students conserve their local wisdom "Blitar Javanese language" overshadowed by National Policy "Indonesian language" on the language use in the class interaction?	Some teachers use the Blitar Javanese language as a companion of the Indonesian language in the speaking class circle, but in written commands, they still use the Indonesian language to help students to comprehend the case. Moreover, teachers indirectly protect the local culture from the extinction process.
	2) Why is local wisdom "Blitar Javanese language" still the leading choice as a companion of national policy "Indonesian language" on the language use in the class interactions?	Blitar Javanese language is still the teacher's choice as a companion language for Indonesian to interact with students in a class, especially communication because students are more understanding and learning more interesting which students habit of using Blitar local language in their daily lives

After presenting the responses to each research question, the discussion then connects these findings to the central issue, primary concern, or hypothesis of the study (Bassey, 1999). The results of the interview can be illustrated that the twelve teachers tend to use Blitar Javanese as a companion language for class interaction because students understand more deeply and the class is more active, and in written assignments all teachers use Indonesian but they need to be explained again in Blitar Javanese language. Several teachers agree that Blitar Javanese can serve as both a complementary language to Indonesian in classroom interactions and as a tool for providing additional explanations. Moreover, using it allows them to preserve Blitar Javanese as a part of their local cultural heritage.

The results of this finding can be compared by some findings of other linguists as follows: 1) There seems to be a relationship between underdevelopment and the use of a foreign language as the official language of a given country in Africa (e.g. English, French or Portuguese) (Brock-Utne & Holmarsdottir, 2004); and 2) The term Swahili is used here to refer specifically to people who speak Kiswahili as their native language, who share a more or less common culture and who live along the eastern coast of Africa, including the islands of Comoro, Zanzibar, Pemba, Mombasa, Lamu and Pate (Momanyi, 2009).

CONCLUSION

The use of Blitar Javanese language as local wisdom is the leading choice as a companion of Indonesian as a national policy to be used in classroom interactions. Again, class interaction will be more exciting, and interactive because children will be more active in contacting with the teacher and his classmates. Although the teacher uses Indonesian as the primary language in teaching to clarify the material, they still use Blitar Javanese as a language companion.

Therefore, it is expected that all high school teachers in Blitar especially always use the Blitar Javanese language as a companion language to interact with students inside and outside the classroom. In consequence, the learning goals can be achieved under the teaching objectives, and this step will even help to preserve and maintain the local wisdom of the Blitar Javanese language as Blitar city icon..

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