



## RESEARCH ARTICLE

# STUDENT LANGUAGE ATTITUDE TOWARDS THE USE OF REGIONAL LANGUAGE AND INDONESIAN LANGUAGE AT INDRAPRASTA PGRI UNIVERSITY

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**Abstract:** The purpose of this study was to describe the language attitudes of students at Indraprasta PGRI University, Jakarta towards regional languages and Indonesian using a sociolinguistic approach. This study was a pilot study that examines language attitudes by the community to determine the community's tendencies in their language choices. This was necessary to map attitudes towards language, a preliminary study was conducted to collect public opinions about language, including members of the general public, government officials, and academics such as students. The method used in this study is descriptive qualitative with a sociolinguistic approach. The data collection technique used was a questionnaire guided by Gavin & Mathiot (2010), data analysis on language use associated with a language that was actively used indicates that the language was chosen by its speakers. The results of the study show that students of Indraprasta PGRI University, Jakarta have positive language attitudes, including: 1) language attitudes related to language loyalty 52.4%, 2) language attitudes related to language pride 56.1%, 3) language attitudes related to awareness of language norms 30.6%, 4) proud attitude towards the use of regional languages 53.2%, 5) awareness of regional languages to maintain regional languages 58.9%, 6) proud attitude towards the use of regional languages 62.1%.

**Keywords:** language attitude, regional language, Indonesian language, students.

## SIKAP BAHASA MAHASISWA TERHADAP PENGGUNAAN BAHASA DAERAH DAN BAHASA INDONESIA DI UNIVERSITAS INDRAPRASTA PGRI

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**Abstrak:** Tujuan penelitian untuk mendeskripsikan bagaimana sikap bahasa mahasiswa di Universitas Indraprasta PGRI, Jakarta terhadap bahasa daerah dan bahasa Indonesia dengan pendekatan sosiolinguistik. Penelitian ini merupakan studi percontohan yang meneliti sikap bahasa oleh masyarakat untuk mengetahui kecenderungan masyarakat dalam pilihan berbahasanya. Hal ini dibutuhkan untuk memetakan sikap terhadap bahasa yang dilakukan studi pendahuluan untuk mengumpulkan opini publik tentang bahasa, termasuk anggota masyarakat umum, pejabat pemerintah, dan akademisi seperti mahasiswa. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif dengan pendekatan sosiolinguistik. Teknik pengumpulan data menggunakan angket yang berpedoman pada Gavin & Mathiot (2010), analisis data pada penggunaan bahasa dikaitkan dengan suatu bahasa yang aktif digunakan menandakan bahwa bahasa itu dipilih oleh penuturnya. Hasil penelitian menunjukkan bahwa mahasiswa di Universitas Indraprasta PGRI, Jakarta memiliki sikap bahasa yang positif antara lain: 1) sikap bahasa yang berkaitan dengan kesetiaan bahasa 52,4%, 2) sikap bahasa yang berkaitan dengan kebanggaan bahasa 56,1%, 3) sikap bahasa yang berkaitan dengan kesadaran adanya norma bahasa 30,6%, 4) sikap bangga terhadap penggunaan bahasa daerah 53,2 %, 5) sikap kesadaran akan bahasa daerah untuk mempertahankan bahasa daerah 58,9 %, 6) sikap bangga terhadap penggunaan bahasa daerah 62,1 %.

**Kata kunci:** sikap bahasa, bahasa daerah, bahasa Indonesia, mahasiswa

## INTRODUCTION

As future educators and language activists, Students have a significant role in maintaining and fostering a positive attitude toward regional languages without neglecting the function of Indonesian. Regional language preservation has generally been carried out by local governments through cultural activities involving the wider community. Efforts to preserve regional languages should be able to maintain the identity of community groups, increase children's sense of security, and increase linguistic sensitivity (Hakim, 2009). This is necessary considering that the symptoms of language extinction begin when children use another language for communication, both at home and at school. Grimes (2002) stated that one of the causes of language extinction is because parents no longer teach their mother tongue to their children and no longer actively use it at home in various communication domains.

Anticipatory steps in maintaining regional languages, namely through language attitudes by continuing to pass down language skills to the next generation, if a language is not passed down to children or the next generation, the language will become extinct within three generations, starting with a language shift (Fishman, 2007). Indonesian as a tool for unifying the nation has become a matter of reflection for educational institutions, especially among students, in strengthening the role of language learning as a means of fostering positive attitudes towards regional languages without reducing the function of Indonesian as a means of connecting between cultures, and a medium for forming national identity. Chaer & Agustina (2010) stated that the function of the national language is a symbol of unity and has the characteristics of the Indonesian nation amidst the diversity of ethnicities and regional languages. The use of Indonesian is a concrete manifestation of the spirit of nationalism and awareness of identity as Indonesian citizens. Through Indonesian, the values of nationality, tolerance, and brotherhood can be conveyed effectively, thereby strengthening social cohesion in a multi-ethnic society like Indonesia.

Attitude is an action based on a position, opinion, or belief (Suharso, 2020). Kridalaksana (1985) defines attitude as a person's view or response to something, generally expressed through feelings of pleasure or displeasure. For Lam & Kamila (2012), language attitude is an attitude whose primary object is language. Therefore, language attitude is a sociolinguistic study that shows how

individuals or groups assess and use language in various social situations. Garvin & Mathiot (1968) stated that language attitudes consist of three main components: loyalty, pride, and awareness of norms. Language loyalty indicates the extent to which speakers are committed to maintaining their language amidst the dominance of other languages. Language pride reflects respect and appreciation for language as a symbol of cultural identity, while awareness of norms refers to the speaker's ability to adapt language use to the social context and communication situation. These three aspects form the main foundation in forming a positive attitude toward the language of a community. Meanwhile, Lambert (1967) suggested that language attitudes have three psychological dimensions: cognitive, affective, and conative. The cognitive dimension relates to a person's knowledge or beliefs about a particular language, the affective dimension relates to positive or negative feelings toward that language, and the conative dimension relates to actual actions or behaviors in using that language.

Research related to language attitudes has been conducted by academics, such as: "Attitude and Motivation towards a Working Language: Case of East Timorese Students in The Philippines (Quinto, 2015). The results of the study show that students' positive language attitudes tend towards the use of English as a language that is preferred by students; "Attitudes towards integrative and pull-out language support measures insights into Austrian primary school students' perceptions" (Hassani & Schwab, 2025). The results of the study show that positive language attitudes based on school policies in Austria by implementing additional language support programs, students can follow additional language programs with an integrative language support approach; "Pilihan dan Sikap Bahasa Masyarakat di Perbatasan Indonesia dan Timor Leste" (Mukhamdanah & Handayani, 2020). The results of the study indicate that based on language preferences, the people of Alas Selatan Village, East Kobalima, Malaka Regency tend to prefer using Indonesian and regional languages, depending on the respondent's conversation partner. The community's language attitudes toward regional languages and foreign languages are shown to be positive, while attitudes toward the languages of neighboring countries are negative; and "Sikap Bahasa Santri: Suatu Kajian Sociolinguistik" (Sariasih et al, 2022). The results of the study show that students at the Darussaadah Islamic Boarding School in Bandar Lampung have a positive attitude towards Indonesian and regional languages as seen from the scores with aspects of cognition, affection, and conation.

From the research presented above on language attitudes, it is clear that the need for a positive attitude toward regional languages without neglecting the function of Indonesian is increasingly being recognized by academics. Based on this, to map the issues surrounding language attitudes, a preliminary study was conducted to gather public opinion on language, including members of the general public, government officials, and academics such as students. from the perspective of previous research, this is still lacking in previous research.

Based on these reasons, research on student attitudes toward the use of regional languages and Indonesian aims to demonstrate to the public that regional languages are once again mastered by the nation's future generations, without neglecting Indonesian as the national language. Therefore, this societal need can be met by restoring schools' function as a means of transmitting regional languages and Indonesian.

Many studies on language attitudes have been conducted using a sociolinguistic approach. However, research on student attitudes toward the use of regional languages and Indonesian at Indraprasta PGRI University, Jakarta, has yet to be conducted. This research is motivated by a study of student language use and attitudes, which aims to determine community trends in language use on campus. Furthermore, frequently used languages can be an indicator of student language choices and attitudes at Indraprasta PGRI University.

The language phenomenon that occurs in the student environment is an interaction between social, instrumental, ideological, as well as media and technology factors that shape complex language attitudes among students. Baker (1992), Edwards (2009) stated that the balance between practical motivation and cultural identity is the key to forming stable language attitudes. In the

context of students of the Indonesian Language and Literature Education Study Program, Indraprasta PGRI University, it is expected that they will not only use Indonesian as a means of academic communication, but also as a symbol of nationalism, while maintaining regional languages as a representation of cultural diversity. The synergy of these four factors can strengthen the vitality of both languages in the realm of higher education and the social life of students. Holmes (2013) argues that this interaction across language communities gives rise to the phenomenon of linguistic adaptation, where speakers adjust their language choices to remain accepted within a particular social community.

This pilot study analyses students' attitudes toward the use of regional languages and Indonesian among Indonesian Language and Literature Education students at Indraprasta PGRI University. This study aims to answer the following research questions:

1. How are language attitudes conceptualized?
2. What attitudes do students display toward regional languages in Indonesia?
3. What attitudes do students display toward Indonesian?

## RESEARCH METHOD

This pilot study took place at the Universitas Indraprasta PGRI, Jakarta, Indonesian Language and Literature Education Study Program. This research was developed between January-February 2026 and sample data was taken from 124 students. The method used in this study is descriptive qualitative with a sociolinguistic approach. The data collection technique used a questionnaire guided by Gavin & Mathiot (2010) which contained statements regarding three components of language attitudes, namely: language loyalty, language pride, and awareness of norms. Students of Indonesian Language and Literature Education, Indraprasta PGRI University filled out a questionnaire regarding language attitudes via a Google form found on the website <https://forms.gle/QFjLKbFxFxGva2ePGc8>. The questionnaire was designed to obtain information on student demographic data such as gender, age, college experience, and language used daily. From the three indicators of language attitudes, variables were created to be asked in the questionnaire, namely: 1) people's attitudes about beliefs about language objects that give a tendency to react in a way that they like, 2) attitudes that encourage people to maintain their language and if necessary prevent the influence of other languages, 3) attitudes that encourage people to develop their language and use it as a symbol of identity, 4) attitudes that encourage people to use their language carefully and politely. There are fifteen (15) question variables and Qualitative analysis is used to examine the collected data and is strengthened with relevant research results.

## RESULTS AND DISCUSSION

Analysis of student attitudes towards the use of regional languages and student attitudes towards the use of Indonesian in academic and non-academic activities obtained 124 data responses. The questionnaire was designed to obtain information on demographic data regarding gender, age, college experience, and language used daily for communication. The assessment indicators through 15 question variables that refer to three components such as: language loyalty, language pride, and awareness of norms. Meanwhile, the activity of observing student language behavior to obtain direct information about input or suggestions regarding the use of regional languages and Indonesian in academic and non-academic activities in the campus environment of Indraprasta PGRI University, Jakarta. The following details the results of the questionnaire data regarding student language attitudes are presented in table 1.

**Table 1**

Students' attitudes towards the use of regional and Indonesian languages

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Student Language Attitudes Criteria	Very Agree	Agree	Neutral Opinion	Disagree	Very Disagree
Language attitudes consist of two types, namely linguistic attitudes and non-linguistic attitudes, such as: political attitudes, social attitudes, aesthetic attitudes, and religious attitudes.	10,5%	62,1%	25,8%	2,1%	-
Language attitudes towards a relatively long-term belief about language	14,5%	71,8%	11,3%	-	-
Language attitudes related to loyalty	17,7%	52,4%	26,6%	4,6%	-
Language attitudes are related to pride	24,2%	56,1%	16,1%	1,6%	-
Language attitudes related to awareness of language norms	30,6%	54%	14,5%	-	-
Attitude of pride towards regional languages	53,2 %	41,9%	4,8%	-	-
Proud attitude to preserve the use of regional languages	42,7%	50%	8,9%	-	-
An attitude of pride in using regional languages in the family, school and community environment	38,7%	48,4 %	12,1%	-	-
The attitude of using regional languages to prevent extinction	34,7%	54 %	14,5%	-	-
Attitude of regional language awareness in efforts to preserve the language	34,7%	58,9 %	7,3%	1,6%	-
Proud attitude in using Indonesian in daily communication	50%	41,1%	10,5%	-	-
Attitude of pride towards Indonesian language	62,1 %	36, 3%	2,4%	-	-
The attitude of pride in using Indonesian rather than regional languages	16,1%	29, 8%	50%	-	-
Proud attitude towards Indonesian as the main language	51,6 %	42, 7%	7,3%	0,8%	-
A proud attitude towards the Indonesian language by studying good and correct language rules	48,4%	46, 8%	5,6 %	0,8%	-

**1) *The language attitude statement variable consists of two types, namely linguistic attitudes and non-linguistic attitudes, such as: political attitudes, social attitudes, aesthetic attitudes, and religious attitudes***

Based on table 1. 62.1% stated that they agreed, 13 students (10.5%) strongly agreed, and 32 students (25.8%) were neutral. Meanwhile, 2 students (1.6%) chose to disagree regarding language attitudes. Haberland (2013) states that language attitudes are usually related to a person's choice of language which can be influenced by their attitude towards that language. This means that when a speaker has a positive attitude towards a language, they will choose that language, but conversely, if the speaker has a negative attitude towards their language, resistance will usually develop in using that language. Siregar (1998) reinforces that

language attitudes have a tendency for someone to behave towards a language, language speakers, or their society in certain ways such as social, political, and religious.

- 2) ***The language attitude statement variable is a relatively long-term belief about language***  
89 students (71.8%) stated that they agreed, 18 students (14.5%) strongly agreed, and 14 students (11.3%) were neutral. Meanwhile, 2 students (1.6%) chose to disagree. Rutland et al (2024) stated that attitude is a concept that refers to a psychological predisposition or tendency manifested through evaluations of certain entities with varying degrees of liking or disliking. Furthermore, Suandi (2014) stated that language attitudes are related to a person's mental state or feelings towards their own language or the language of others. Therefore, it can be said that language attitudes are a relatively long-term belief system regarding certain languages and language objects, which gives a person a tendency to react in a certain way that he likes.
- 3) ***Language attitudes towards a relatively long-term belief about language***  
65 students (52.4%) stated that they agreed, 22 students (17.7%) strongly agreed, and 33 students (26.6%) were neutral. Meanwhile, 6 students (4.6%) chose to disagree. The phenomenon of sociolinguistic hypothesis states that the younger the age of speakers of each language who are no longer able to use their mother tongue in everyday interactions, the faster the language will experience extinction. Ibrahim (2008) states that the movement towards extinction will be even faster if it is accompanied by a decreasing scope and number of areas of language use in everyday communication, or the increasing absence of language use in a number of areas, especially the family area.
- 4) ***Language attitudes are related to pride***  
72 students (56.1%) agreed, 30 students (24.2%) strongly agreed, and 20 students (16.1%) were neutral. Meanwhile, 2 students (1.6%) chose to disagree. Mansyur (2019) found that students' pride in Indonesian was demonstrated by a positive attitude, with students' awareness of Indonesian language norms in the positive category. Essentially, loyalty and pride in a language will also be reflected in a positive attitude toward that language.
- 5) ***Language attitudes related to awareness of language norms***  
67 students (54%) stated that they agreed, 38 students (30.6%) strongly agreed, and 18 students (14.5%) were neutral. Zahrotunnisa (2015) stated that language attitudes in the aspect of awareness of language norms are very necessary to be applied in communication activities. This is to encourage someone to use their language (both regional languages and Indonesian) carefully and politely, which is a factor that has a very large influence on actions, namely activities using language.
- 6) ***Attitude of pride towards regional languages***  
66 students (53.2%) stated that they strongly agreed, 52 students (41.9%) agreed, 6 students (4.8%) were neutral, and 1 student (0.8%) each stated that they disagreed and strongly disagreed. Hakim (2009) mentioned several things related to the use of regional languages, such as: a) regional languages are old-fashioned and should belong to the past, b) the language of less educated groups, c) regional languages are less prestigious and will not bring progress, d) there are no regional language institutions that are active in overcoming the problem of declining use of regional languages, e) there has been no effort to adapt regional languages to modern needs, f) interest in learning regional languages is still considered low, g) less promising in finding employment, and h) the development and development system is not evenly distributed to all regional languages. The conditions regarding regional languages require in-depth research in order to find out the attitude of being less proud of regional languages.
- 7) ***Proud attitude to preserve the use of regional languages***  
62 students (50%) agreed, 53 students (42.7%) strongly agreed, and 11 students (8.9%) were neutral. Ristiani (2021) states that one way to preserve regional languages among students is

by promoting local wisdom through audio-visual media to instill a love for regional languages and cultures. Creativity in media utilization is seen from students' ability to process information using electronic learning machines or digital electronic technology. Regional languages are beginning to shift due to the shift in the use of regional languages to Indonesian, even to foreign languages that have become trends such as English, Mandarin, and other foreign languages. Therefore, the preservation of regional languages in Indonesia must be a concern for the government, especially those working in the field of cultural and language preservation (Naibaho et al, 2023).

**8) *An attitude of pride in using regional languages in the family, school and community environment***

60 students (48.4%) stated that they agreed, 48 students (38.7%) strongly agreed, and 15 students (12.1%) were neutral. Ibrahim (2008) stated that one of the phenomena of sociolinguistic hypothesis states that the younger the age of speakers of each language is no longer able to use their mother tongue in everyday interactions, the faster the language will experience extinction. The movement towards extinction will be even faster if it is accompanied by a decreasing scope and number of areas of language use in everyday communication, or the increasing absence of language use in a number of areas, especially the family area. Therefore, the importance of using regional languages in the family, school, and community environments.

**9) *The attitude of using regional languages to prevent extinction***

67 students (54%) stated that they agreed, 43 students (34.7%) strongly agreed, and 18 students (14.5%) were neutral. Grimes (2002) stated that one of the causes of language extinction is when parents no longer teach their mother tongue to their children and the language is no longer actively used at home in various communication domains.

**10) *Attitude of regional language awareness in efforts to preserve the language***

73 students (58.9%) stated that they agreed, 43 students (34.7%) strongly agreed, 8 students (7.3%) were neutral, and 2 students (1.6%) disagreed. In line with Grimes' statement (2022) that some symptoms of language extinction generally begin when children have used another language as a means of communication, both at home and at school. Cultural Advancement as an effort to increase the preservation of Indonesian culture through activities such as: protection, development, utilization, and guidance as a strategy of the central and regional governments in managing a culture in each region in Indonesia (Setiawan et al, 2020).

**11) *Proud attitude in using Indonesian in daily communication***

62 students (50%) stated that they strongly agreed, 51 students (41.1%) agreed, and 13 students (10.5%) were neutral. Syarah & Hasan (2024) stated that the attitude of pride in using Indonesian in daily communication is rooted in an awareness of national identity and the importance of language as a unifying tool for the nation. In the context of globalization, Indonesian has become a symbol of pride and nationalism, reflecting the identity of a nation rich in cultural and linguistic diversity. According to Hakim (2009), globalization can have direct impacts such as redefining language boundaries more broadly so that the relationship between one language and another is more open.

**12) *Attitude of pride towards Indonesian language***

77 (62.1%) strongly agreed, 45 (36.3%) agreed, and 3 (2.4%) were neutral. These figures suggest that pride in the current generation can be demonstrated by using and maintaining the existence of the Indonesian language. Radhiyah (2021) also stated that as the successors of the Indonesian nation, a positive attitude toward the Indonesian language is needed, and its existence can be maintained by demonstrating pride and loyalty to the Indonesian language.

**13) *The attitude of pride in using Indonesian rather than regional languages***

as many as 62 students (50%) were neutral, 37 students (29.8%) agreed, and 20 students (16.1%) stated that they strongly agreed. Handayani (2016) showed an attitude of pride in the use of Indonesian based on three characteristics of respondents, namely gender, age, and education level with the results of female respondents towards Indonesian being higher than male respondents, while male respondents felt more proud of regional languages. This is in accordance with demographic data on the attitudes of Unindra students which shows a higher percentage of women than men.

**14) Proud attitude towards Indonesian as the main language**

64 students (51.6%) stated that they strongly agreed, 53 students (42.7%) agreed, and 9 students (7.3%) were neutral. From the results of the questionnaire, it can be said that the attitude of pride of PBSI Unindra students towards Indonesian as their main language is manifested in a positive attitude, namely having a sense of pride in Indonesian. The sense of pride that arises from a positive attitude towards Indonesian is closely related to loyalty to Indonesian as the main language in everyday communication (Mansyur, 2019).

**15) A proud attitude towards the Indonesian language by studying good and correct language rules**

60 students (48.4%) stated that they strongly agreed, 58 students (46.8%) agreed, and 7 students (5.6%) were neutral. In line with research conducted by Fitriyah & Turistiani (2024) on students at Surabaya State University, it showed a positive attitude of students by studying Indonesian grammar rules to become more proficient in language, especially Indonesian. This attitude is very important because speaking good and correct Indonesian in terms of Indonesian grammar is the official language of the country and an inseparable part of being an Indonesian citizen.

## CONCLUSIONS

Based on the research results, it can be concluded that: 1) Students' attitudes towards the use of regional languages have a positive tendency. Of the total respondents of 124 students strongly agree with the attitude of being proud, preserving, and maintaining regional languages. The level of education is considered the smallest part of society to reflect and become an agent in maintaining languages so that regional languages can be passed down to the next generation through the process of regional language transition. This is important considering the symptoms of language extinction starting when children have used other languages as a means of communication both in the family environment and at school. 2) Students' attitudes towards the use of Indonesian have a positive tendency. Students strongly agree with the attitude of loyalty, pride, and awareness of language norms at Indraprasta PGRI University students showing an attitude of pride, pleasure in using, and considering the existence of the language important.

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