

Received: 23 November 2022 Accepted: 23 March 2023

DOI: <https://doi.org/10.33182/rr.v8i2.14>

The importance of Indonesian language education for a leader: improving effective communication and promoting national identity

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Abstract

Purpose: This study explores the importance of Indonesian language education for a leader in increasing effective communication and advancing national identity. **Methodology/Design/Approach:** This study used a qualitative approach with a descriptive method. The data used are secondary data from literature related to Indonesian language education, effective communication, leadership, and national identity. **Result:** The study results show that Indonesia has yet to become the best of its own country due to globalization, favouring foreign identities as a symbol of modernity. The ability of the community and leaders to speak good and correct Indonesian is still meagre, which is caused by several factors, namely: lack of understanding of the use of standard and non-standard language, underestimating definitions, lack of ability to understand sentence structure; there is a change in the spelling structure, a lack of adequate education and a lack of interest in learning Indonesian. Leaders proficient in Indonesian can lead and communicate well with their people, increasing people's trust and obedience to the government. In addition, leaders who understand and can use the Indonesian language well can be an example for their people in maintaining the diversity and uniqueness of the nation's culture. Therefore, efforts are needed to improve the quality of Indonesian language education for leaders by attending training, and courses, strengthening literacy and practising speaking and writing Indonesian properly and correctly. **Conclusion:** This study confirms that Indonesian language education is very important for a leader in improving his practical communication skills and advancing national identity. Therefore, efforts are needed to improve the quality of Indonesian language education for leaders in formal and non-formal education.

Keywords: Education, Indonesian Language, Effective Communication, Leadership, National Identity.

Introduction

Education is an essential thing that must be owned by every individual human being (Levin, 2014). Education is expected to be able to educate the nation's children. This can be seen from the position or existence of education as stated in Law Number 2 of 2003 concerning every citizen having the same right to obtain quality education and in paragraph (5) namely, "every citizen has the right to the opportunity to improve lifelong education.". With provisions and up to a specific age limit, every national education system certainly includes learning obligations for every citizen (ISNANDA & SETIAWATI, 2019).

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Education is also not only carrying out the process of learning or being taught but also the process in which humans can humanize human children (del Carmen Salazar, 2013). With education, a person is able to develop their potential so that what is obtained in the world of education can be put to good use (Brown, 2013). (Svanström et al., 2008) explain that education is an effort carried out by a person or group of other people to become mature or achieve a higher level of life or livelihood in a mental sense. The existence of education in today's society can be put to good use by academics and ordinary people. Because knowledge is easily accessible through various sources, it can add new knowledge that can be developed in formal and non-formal educational environments (Debarliev et al., 2022).

Language is a medium used by social group members to communicate, interact, and as self-identity. Language can lead us through space and time (Sellars, 1969). We can study a nation's science, history, and customs through language at a particular time. Language can record these things in spoken and written form. These are language functions that have long been carried out by Indonesian (Moeliono et al., 2017). Indonesian is the national language of the State of Indonesia which is a unifying language. Indonesian has been taught since elementary, middle and high school levels. Therefore, it is better if the Indonesian language is mastered after high school or if at least has adequate knowledge of Indonesian (Alwasilah, 2013). It is an obligation for us as Indonesian Citizens (WNI) to master and apply Indonesian in daily life properly and correctly so that the authenticity of Indonesian can be maintained (Hamied, 2012).

But in fact, a few Indonesians can speak Indonesian to the fullest, especially among the leaders. As the official language of the Indonesian state, Indonesian plays an essential role in advancing national identity and maintaining national unity and integrity (Bulan, 2019) . Therefore, a leader must have good Indonesian language skills to lead and communicate well with his people. However, some leaders still need help using the Indonesian language properly and correctly, which causes communication errors and can reduce people's trust and obedience to the government (Noermanzah, 2019).

In addition, cultural diversity in Indonesia is a challenge for leaders in maintaining national unity and integrity. As the language of national unity, Indonesian can strengthen national unity and integrity and advance national culture and identity (Sormin et al., 2021). A leader who understands and can use the Indonesian language well can be an example for his people in maintaining the diversity and uniqueness of the nation's culture (Duryat, 2021).

Even though the importance of Indonesian language education for a leader has been recognized, there are still problems with the quality of Indonesian language education in Indonesia. Many leaders only receive minimal Indonesian language education in the formal education curriculum, so they cannot master Indonesian well (Hendrawan et al., 2021). Formal education often does not provide adequate Indonesian language education for leaders, so they need to have adequate skills in using Indonesian. In addition, there are still gaps in the quality of Indonesian language

education between one region and another. This can lead to differences in the quality of Indonesian language skills for leaders from different regions (Irianto, 2017).

In addition to the problem of the need for Indonesian language skills among leaders, another related problem is the low level of awareness of the importance of Indonesian language education for leaders. Leaders often ignore the importance of the Indonesian language in communicating with their people, so they need to pay more attention to improving their Indonesian language skills (Ariningsih et al., 2012). In addition, the low level of mastery of the Indonesian language among leaders can also be caused by social and environmental factors, such as the habit of communicating in regional or foreign languages in the work or family environment (Prayitno, 2009).

These problems are significant because good Indonesian language skills are essential for a leader to lead and communicate with his people. Leaders who are able to use Indonesian well will find it easier to gain the trust and obedience of their people (Wijaya et al., 2015). In addition, Indonesian as the language of national unity can also be a means of strengthening national unity and integrity as well as advancing national culture and identity. Therefore, efforts to improve the quality of Indonesian language education for leaders are significant to improve and maintain national identity continuously (Dewi, 2019).

Based on this description, this study aims to identify the importance of Indonesian language education for a leader in improving his practical communication skills and advancing national identity, as well as to provide recommendations for improving the quality of Indonesian language education for leaders. By conducting this research, it is hoped that it will provide a better understanding of the importance of being able to speak Indonesian for a leader, as well as provide input and recommendations for educational institutions to improve the quality of Indonesian language education for leaders.

The research is expected to provide a better understanding of the importance of Indonesian language education for a leader and its impact on effective communication skills and advancing national identity. This research can also be a reference and inspiration for further research on Indonesian language education and its relationship with leadership. provide a better understanding of the importance of Indonesian language education for a leader and its impact on effective communication skills and advancing national identity. This research can also be a reference and inspiration for further research on Indonesian language education and its relationship with leadership.

LITERATURE REVIEW

Indonesian Language Learning

Every language contains a series of sounds and symbols that form the same meaning for the user. Every language can structure human experience and vice versa, and this human experience will

shape language (Pinker, 2003). As one of the languages used in communication between humans, Indonesian has its own characteristics or nature of learning as a science (Inah, 2015).

The position of Indonesian as the national language and the language of the state means that language has the following functions: (1) a means of fostering national unity and unity, (2) a means of increasing knowledge and skills in Indonesian in the context of preserving and developing culture, (3) a means of increasing language knowledge and skills Indonesia to achieve and develop science, technology and art, (4) a means of disseminating the use of good Indonesian for various purposes concerning various problems, and (5) a means of developing reasoning (Arifin, 2015).

Language learning has characteristics that are contextual, communicative, and systematic. Each language will characterize a value-laden with beauty or aesthetics, the identity of a nation (Kramsch, 1993). As the national language, Indonesian is unique from holy, everyday, and other languages. Learning Indonesian seeks to develop language skills while at the same time fostering love and pride as a nation (Assapari, 2014).

Language is a means of conveying thoughts and feelings from one person to another. The teaching aims to make someone skilled in using a particular language. Teaching language skills means having excellent and correct listening, reading, speaking, and writing skills in Indonesian (Sukarno, 2021). As a purposeful activity, teaching Indonesian is expected to:

- a. Appreciate and be proud of the Indonesian language as the language of unity (National) and the language of the state,
- b. Understand the Indonesian language in terms of form, meaning and function, and use it appropriately and creatively for various purposes, needs and situations,
- c. Have the ability to use Indonesian to improve intellectual abilities, emotional maturity, and social maturity,
- d. Communicate effectively and efficiently following applicable ethics, both orally and in writing,
- e. Able to enjoy and utilize literary works to develop knowledge and language skills, and
- f. Appreciate and be proud of Indonesian literature as the cultural treasures and intellectuals of Indonesian people.

Leadership

In an organization, the leadership factor plays an important role because the leader will move and direct the organization in achieving its goals. At the same time, it is a challenging task. Because you have to understand every subordinate's different behaviour. Subordinates are influenced so they can give dedication and participation in the organization effectively and efficiently. In other

words, the success or failure of efforts to achieve organizational goals is determined by the quality of leadership (Conger, 1999).

According to (Gardner, 1993), leadership is a process of directing and influencing activities related to group members' tasks. According to (Burns, 2012), leadership is a science that comprehensively examines how to direct, influence, and supervise other people to carry out tasks according to planned orders. According to (Hasibuan, 2018), leadership is how a leader influences subordinates' behaviour so they want to work productively to achieve organizational goals.

A successful leader is a leader who can manage or regulate the organization effectively and carry out effective leadership. For that, the leader must be able to carry out their function as a leader. According to (Pramudyo, 2013), the functions of leaders in organizations can be grouped into four, namely: (1) planning; (2) organizing; (3) mobilization; and (4) control. In carrying out its functions, the leader has specific tasks, namely making sure that the group can achieve its goals well, in productive cooperation, and in whatever circumstances the group faces.

According to (Plowman et al., 2007), these roles can be categorized into three forms, namely:

- a. **Interpersonal Roles** One of the demands that a manager must meet is human skills. These skills are necessary because, in carrying out leadership, a manager interacts with other human beings, not only with his subordinates but also with various interested parties, known as stakeholders, inside and outside the organization. That is what is meant by the interpersonal role that manifests itself.
- b. **Informational Role** Information is a critical organizational asset. It is said so because, in the future, it is easier to imagine organizational activities that can be carried out efficiently and effectively with the support of up-to-date, complete and reliable information because they are correctly processed.
- c. **Decision-Making Role** This role takes three forms of a decision, namely as follows: (1) as an entrepreneur, a leader is expected to be able to review the situation faced by the organization continuously; (2) disruption reduction, willingness to assume responsibility for taking corrective action when the organization encounters severe disturbances that cannot be handled; (3) the division of resources and resources, authority or power most often manifests itself in power to allocate funds and resources.

Effective Communication

Effective communication is conveying information to someone in a certain way so that the recipient understands and conveys it clearly (Chafe, 1974). Effective communication can produce a change in the attitude of the people involved. Effective communication is when communicators and communicants exchange information, ideas, beliefs, feelings and attitudes between two people or groups whose results align with expectations. Effective communication is a process

where the communicant understands what has been conveyed and does what the communicator wants through the message (Fielding, 2006).

According to (Tubss & Moss, 1994), communication is effective if people successfully convey their meaning. Communication is considered adequate if the stimuli conveyed and intended by the sender or source are closely related to the stimuli captured and understood by the recipient. Communication is carried out by the party that notifies (the communicator) and the recipient (the communicant). Effective communication occurs when something (message) the communicator notifies can be well received or the same by the communicant so that there are no misunderstandings (Suter et al., 2009). To communicate effectively, we need to understand the aspects of communication. According to (Supratiknya, 1995), the aspects of communication are:

- a. The intentions, ideas and feelings within the sender and the form of behaviour he chooses. All of that becomes the beginning of his communicative actions, namely, sending a message that contains specific content.
- b. The process of codifying messages by the sender. The sender transforms his ideas, feelings and intentions into a message that can be sent.
- c. The process of sending a message by the recipient
- d. A channel (channel) or media exists through which the message is sent.
- e. The process of decoding the message by the recipient. The recipient interprets or interprets the meaning of the message.
- f. The recipient's inner response to the results of his interpretation of the message's meaning is captured.
- g. There may be certain obstacles (noise).

According to (Mulyana & Phd, 2022), to be able to communicate effectively we need to understand aspects of communication, including:

- a. Communicator. Sender (sender) who sends messages to the communicant by using specific media. Elements that are very influential in communication because it is the beginning (source) of a communication
- b. Communicate. The receiver (receiver) receives the message from the communicator, then understands, translates and finally gives a response.
- c. Media. Channels (channels) are used to convey messages as a means of communication. In the form of verbal and non-verbal language, the form is in the form of speech, writing, pictures, body language, machine language, codes, etc.

- d. Message. The content of the communication is in the form of a message conveyed by the communicator to the communicant. The clarity of sending and receiving messages significantly affects the continuity of communication.
- e. Response. It is the impact (effect) of communication in response to receiving a message. Implemented in the form of feedback or action according to the message received.

METHODOLOGY

This type of research uses descriptive qualitative analytical methods. Bogdan and Taylor in (Moleong, 2014) argue that qualitative research is "a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviour". Qualitative research relies on a holistic natural background, positions humans as a research tool, performs inductive data analysis, and is more concerned with process than the results of research conducted, agreed upon by the researcher and the research subject. The descriptive method was chosen because the research is related to ongoing events and current conditions. (Nazir, 2011) explains the descriptive method as follows: The descriptive method is a method of examining the status of a human group, a subject, a set of conditions, a system of thought or even a class of events in the present. This descriptive research aims to make systematic descriptions, drawings or drawings as well as the relationships between the phenomena being investigated.

In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques using triangulation/combination. Triangulation is a data collection technique combining various data collection techniques and existing data sources. Researchers use different data collection techniques to get data from the same source. In this study, data collection was carried out by conducting a review study of books, literature, records, and reports related to the problem to be solved. This technique is used to obtain the basics and opinions in writing, which is done by studying various literature related to the problem. Data analysis in this study was carried out through three activities that co-occurred: data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 1992). Qualitative data analysis is an ongoing effort, repeated and continuous. Problems of data reduction, data presentation, and conclusion are a series of analytical activities that follow one another.

RESULTS AND DISCUSSION

Description of Indonesian Language Usage

Indonesian has an important role as a sound symbol system used by Indonesian people in communicating and identifying themselves. As the national and state language, Indonesian must be used in all official state activities and at all levels of education. This aims to strengthen the unity and integrity of the Indonesian nation which has many diverse tribes and cultures. The use

of Indonesian can also strengthen the cultural identity of the Indonesian nation (Arwansyah et al., 2017).

The recognition of Indonesian as the national language at the Youth Pledge on October 28, 1928. Since then, Indonesian has been used as the language of instruction in all official state activities. At all levels of education, Indonesian is also used as the language of instruction so that Indonesian can develop naturally among the people who use it. Using Indonesian as the national and introductory language in official state activities and education aims to unite Indonesian people with diverse ethnicities and cultures to become one big nation, namely the Indonesian nation (Rifa'i, 2015). This is important to strengthen the unity and integrity of the nation and strengthen the cultural identity of the Indonesian nation.

The tendency to favour foreign identities has recently been rampant, and language is no exception. Every stately building in Indonesia has foreign writings emblazoned with it as a symbol of modernity, while speakers of Indonesian are considered tacky or uncool and out of date. People are more interested in using foreign languages for their economic activities. Some think naming their products in a foreign language is far more relaxed and sells more than in Indonesian (Zulfikar, 2013).

Such an attitude will undoubtedly fade the image and identity of the nation. The excellent and correct use of the Indonesian language today is concerning. Technological advances are increasingly developing, forcing young people to pay less attention to the proper use of Indonesian.

Young people are now more likely to use language or expressions that are trending around the world. The influence of social media can fulfil aspects of the function of the proper Indonesian definition. So, this makes the position of Indonesian increasingly squeezed (Putri, 2017). People often argue that the most important language is that the interlocutor can understand the information we convey. We can use something other than excellent and correct language as regulated in Indonesian. This pretension has developed into a hypothesis in society. As a result, the Indonesian language needs to be addressed. This problem signals that Indonesia still needs to become the host of its own country.

The use of the Indonesian language is of concern among the government, the private sector, and the wider community, and then the positive and proud attitude towards the Indonesian language fades. Still, a lack of confidence in making Indonesian the national identity, an indication found in people's language behaviour, has not placed Indonesian as the master in their own country. Presidential Regulation 63 of 2019 concerning the use of the Indonesian language, in Article 35, paragraph 1 reads: "Indonesian must be used on trademark names in the form of words or combinations of words owned by Indonesian citizens or Indonesian legal entities." This Presidential Decree emphasizes that the use of the Indonesian language in brand and product names is something that we should do.

Throughout history, the Indonesian language has always experienced development. In its development, the Indonesian language does not deny that other languages have entered. Precisely the incoming languages can enrich the Indonesian language, especially in terms of vocabulary. Even though Indonesian is enriched by other languages, it does not extend to the structure of the language as a whole. Therefore, the Indonesian language can still show its identity (Boehlke, 1997).

The fact is undeniable. Even though standard rules have been established regarding the use of good and correct (formal) Indonesian, these rules are still denied by some of our society. The symptom of degrading one's language is increasingly evident. We can see this from the language behaviour of our society today.

The attitude of the Indonesian people towards Indonesian tends to be ambivalent, resulting in a dilemma. This means, on the one hand, we want Indonesian to become a modern language and be able to keep up with the times and be able to record global science and technology, but on the other hand we have diluted that identity and self-image by appreciating foreign languages more as a symbol of modernity. On that basis, it is not surprising that today's youth are more inclined to use foreign languages or slang as part of their lives if they do not want to be called out of date.

Global interaction in various fields today is unavoidable. As a result, the transaction process of global values will automatically occur. The importance of self-awareness of the good and correct use of Indonesian. As long as we are in the territory of the Indonesian state, it is necessary to continue to use sound and correct Indonesian following the rules. This also reinforces our love for our language so that our national identity is more respected internationally. So, Indonesian can become an international language in the future. Language and we are the determinants.

Factors Causing the Lack of Community Ability to Speak Indonesian Correctly and Adequately

Indonesian for some people is considered the most difficult language to use. Even though Indonesian has become the mother tongue of the Indonesian people, Indonesian has also been taught from formal education to university. However, this only makes Indonesian easy to apply in everyday life. Several factors namely can cause the lack of people's ability to use Indonesian:

- a. Lack of understanding of the use of standard and non-standard language

Most Indonesian people still need clarification about using standard and non-standard Indonesian. The standard language is the official language that is recognized and used as a reference for norms. In contrast, non-standard language is a language that tends to have characteristics that are not following standard language norms (Jamilah, 2017). Indonesians often use non-standard varieties of Indonesian and must pay attention to the correct linguistic rules. For example, errors in the use of language often occur in banners containing congratulations or advertisements. This error occurs due to a need for more awareness in using the standard variety

of Indonesian. In contrast, in learning English, Indonesian people tend to apply the rules of English well even though it is standard English. Indonesian people should pay more attention to the use of standard Indonesian to improve their ability to speak Indonesian correctly.

b. Needs to be more accurate in the definition in Indonesian.

The second factor that causes errors in speaking Indonesian is underestimating definitions. Most Indonesian people feel that they understand the meaning of a word. However, what happens is that the understanding of a word is sometimes different from its true meaning. An example of this is the use of the word "Happy Birthday". The word "dirgahayu" is often interpreted as "happy birthday", even though the word "dirgahayu" in the Big Indonesian Dictionary (KBBI) means long live (usually addressed to a country or organization celebrating its anniversary). The meaning of the word 'Happy' should not be juxtaposed with the number or age of the institution or person whose birthday is. KBBI should be a guide in language so as to minimize errors in the use of Indonesian. Currently, KBBI can be installed offline onto a smartphone, making it easier for anyone to check the use of the Indonesian language.

c. Lack of ability to understand sentence structure

The lack of correct sentence structure mastery can lead to a lack of people's ability to speak Indonesian. Sentence structures in simple sentences are easier to understand, but sentence structures in compound or complex sentences require a deeper understanding and sometimes become difficult for some people to understand (Rahayu, 2007). These difficulties can impact a person's ability to convey messages effectively and efficiently, especially in contexts that require clarity and accuracy, such as business, education, or government administration. Therefore, Indonesian people and students must improve their mastery of Indonesian sentence structure. This can be done by increasing awareness of the importance of using correct sentence structures and improving writing skills through well-structured practice and learning. By improving the mastery of Indonesian sentence structure, Indonesian people and students can communicate more effectively in writing and improve the quality of Indonesian in Indonesia.

d. There is a Change in Spelling Structure in Indonesian

Indonesian is a language that develops over time. Since the youth oath until now there have been five spelling changes. Spellings such as enhanced spelling and Indonesian spelling. These spellings have their own characteristics and peculiarities that must be applied according to the time. These changes were not followed by adequate socialization, so the Indonesian people needed to learn and apply the latest rules (Hidayah, 2016). With adequate socialization, Indonesian people may be aware of the changes in the latest Indonesian spelling, or even be aware of no such changes at all. This can result in a lack of understanding and compliance with the new spelling rules, so many things could be improved in using Indonesian, especially in terms of spelling. For example, words that should be spelt with capital letters are instead written with lowercase letters or vice versa, or

misspelt words with spelling variations such as 'correct' and 'correct'. Thus, adequate socialization of changes in the Indonesian spelling structure is essential so that Indonesian people can understand and apply the new rules correctly and avoid mistakes in the use of Indonesian which can be detrimental both individually and collectively.

e. Lack of adequate education

The lack of adequate education is a factor that also influences the lack of ability of Indonesian-speaking people. The education referred to here are formal education in schools or colleges and non-formal education obtained through the surrounding environment and the mass media (Triyono, 2019). Many people still need a sufficient formal education, especially in remote areas or areas affected by conflict. In addition, the need for educational facilities such as books, qualified teachers, and the latest curriculum are also obstacles to improving Indonesian language skills. Non-formal education obtained through the surrounding environment and the mass media also improves Indonesian language skills. However, many mass media still need to pay attention to Indonesian's correct and proper use. Many social media and digital platforms also reduce the quality of using Indonesian, especially among people who need to be used to using Indonesian properly and correctly.

f. Lack of interest in learning Indonesian

The last factor that causes the community's lack of ability to speak Indonesian is the need for more interest in learning Indonesian. This phenomenon occurs because some people think that Indonesian is an outdated language and less relevant in this era of globalization. Some people feel more interested in learning a foreign language which is considered more prestigious and provides better job opportunities. This is unfortunate because, as an Indonesian nation, learning and mastering the Indonesian language is a must.

Indonesian is the state language which should be used properly and correctly. Using the Indonesian language correctly and adequately indicates love for the country. Indonesian citizens should prioritize the use of sound and correct Indonesian in everyday life so that Indonesian can be masters in their own homes. Current technological advancements should be utilized to access linguistic information, such as language changes, the emergence of new vocabulary, offline KBBI installations, and so on. Indonesian is a language that continues to develop according to the times. Many new vocabulary and foreign language equivalents are already in KBBI. Therefore, the search for information about language development should be done frequently so that errors in a language no longer occur.

Indonesian Language Education for Leaders to improve effective communication and national identity

Language as a Communication Tool Language as a communication tool is the most effective way to convey thoughts, intentions and goals to the people with whom we communicate. When using

language to communicate, it aims to attract the attention of listeners or readers. Humans have two ways of communicating, namely verbal and non-verbal. Communicating verbally is usually done using tools or media, either orally or in writing while communicating non-verbally is usually done using media in the form of symbols.

(Booth, 2009) argued that for effective communication, at least Indonesian Language Education must fulfil three main functions, including:

- a. The first function is to get to know the world around us, through language we learn what interests us and gives us attention. We can share experiences, either from past events that we experienced or from information or knowledge that we get from secondary sources, such as print or electronic media. We also use language to gain support or approval from others regarding our experiences or opinions. Through language, we can also predict what they will say.
- b. The second function is to interact with each other; with the human language, it will be easy to socialize. That is, we use language to gain pleasure and harmony in dealing with fellow human beings as social beings. And also, with language, we can control our environment, including the people around us.
- c. The third function makes human life better and more orderly. With this regularity, humans can know themselves, an attitude of mutual need and understanding arises for their beliefs, and they can set clear goals in life to lead a better and more orderly life.

Indonesian language education for leaders is very important to improve the ability to communicate effectively with their people. By understanding and mastering the Indonesian language well, leaders can convey ideas, ideas and policies more clearly and easily understood by the public. understand and master Indonesian well, and a leader can convey important messages such as ideas, ideas, and policies more effectively and efficiently.

A good leader must be able to communicate clearly and openly with his people to gain the community's trust and support. The language used must be easy to understand and not cause confusion or misinterpretation. If a leader does not master Indonesian, the messages conveyed can be unclear, unstructured, and difficult for the public to understand. As a result, this can cause people to lose faith in their leaders and worsen the country's international image. Therefore, Indonesian language education for leaders is essential to improve their communication ability and strengthen their national identity.

With good communication skills, leaders can build better relationships with their people, overcome differences, and strengthen social bonds in society. When a leader has good communication skills, he can open up space for dialogue with his people, find out the needs, aspirations and expectations of the people, and get input from them. This will help leaders take more appropriate policies and improve the people's condition. In addition, with good

communication skills, leaders can overcome differences between existing groups in society, strengthening social ties and building mutually beneficial cooperation. In this case, the leader will be an example for the community in respecting diversity and building tolerance among others. So good communication skills are an important key in building better relations between leaders and their people and strengthening social ties in society.

Indonesian language education for leaders can also help strengthen national identity. Indonesian is not only a medium for communication but also an integral part of the culture and national identity. Therefore, leaders who understand and appreciate the Indonesian language can strengthen and maintain cultural values and national identity. Leaders who have great influence in society can strengthen a sense of nationalism among the people by showing love and respect for the Indonesian language. This can be done by introducing and promoting the Indonesian language as an important part of Indonesia's national identity and cultural richness.

In addition, leaders can also strengthen a sense of pride in the Indonesian language by demonstrating good and correct Indonesian language skills. Thus, they can become role models for the community in learning and appreciating the Indonesian language. By strengthening national identity through a good understanding and use of the Indonesian language, leaders can build self-confidence and a sense of pride among the people and strengthen unity and oneness within the framework of Indonesia's diversity. This will positively impact national development and the progress of the Indonesian nation as a whole.

Improving communication skills and national identity through Indonesian language education can be done in several ways as follows:

- a. **Indonesian Language Training:** Leaders can participate in Indonesian language training organized by educational institutions or the government. This training can help leaders to deepen their understanding and skills in good and correct Indonesian.
- b. **Take Indonesian Language Courses:** Leaders can take Indonesian language courses organized by Indonesian language course institutions. In these courses, leaders can learn various kinds of material about Indonesian, such as grammar, vocabulary, pronunciation, and so on.
- c. **Reading Indonesian Books:** Reading Indonesian books can help leaders improve their understanding and mastery of Indonesian. These books can be in the form of grammar books, vocabulary books, literature books, and so on.
- d. **Practice Speaking and Writing Indonesian:** Leaders can practice speaking and writing Indonesian regularly with various opportunities, such as speeches, interviews, letters, and so on. By practising regularly, leaders can improve their Indonesian language skills and communicate more confidently.

By following this form of Indonesian language education, leaders can improve their ability to speak Indonesian correctly and adequately to communicate effectively with their people and positively impact national identity.

CONCLUSION

Language as a communication tool is the most effective way to convey thoughts, intentions and goals to the people we communicate with. Language as a means of communication has a primary function of language, namely that communication is the delivery of messages or meanings by one person to another. Indonesian language education is essential for leaders in increasing effective communication and strengthening identity. Indonesian as the official language and national identity must be mastered properly by the leader as a representation of the Indonesian nation itself. However, from the description above, it is revealed that the Indonesian language has yet to become the host in its own country due to globalization which glorifies Westernized identity, including the use of foreign languages so that it is considered something cool and a symbol of progress. This causes a lack of awareness of the community and leaders in using the Indonesian language, resulting in a lack of good and correct language skills. The lack of Indonesian language skills in Indonesian society is caused by several factors, such as the minimal use of Indonesian in the surrounding environment, minimal mastery of sentence structure, changes in spelling structure, lack of adequate education, and lack of interest in learning Indonesian because it is considered an outdated language. Indonesian language education for leaders is considered vital because it can improve communication skills, build good relations with the people, and strengthen national identity by maintaining cultural values and national identity. Therefore, it is necessary to improve Indonesian language skills in the community through adequate Indonesian language education for leaders.

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