

القضاء على اللهجة المحلية في المناهج التعليمية: حتمية أو استلاب الهوية اللغوية

THE ELIMINATION OF LOCAL DIALECT IN THE EDUCATIONAL CURRICULUM: IMPERATIVE OR LINGUISTIC IDENTITY APPROPRIATION

Hafid Alfarizy Pranjia¹,

¹Program studi Pendidikan Bahasa Arab, Universitas Muhammadiyah Prof. Dr. Hamka

Email : hafidalfarizy73@gmail.com¹

Diterima Tanggal: 29-05-2025

Direview Tanggal: 29-05-2025

Dipublikasikan Tanggal: 31-05-2025

مستخلص

أثار إلغاء اللهجات المحلية من المناهج التعليمية جدلاً كبيراً حول آثاره على التنوع اللغوي والهوية الثقافية. تستكشف هذه الدراسة المواقف تجاه اللهجات المحلية، والصعوبات التي يواجهها الطلاب في الانتقال من اللهجات المحلية إلى اللغات الفصحى، وتأثير ذلك على الهوية وتعلم اللغة. على الرغم من الاعتراف بالقيمة الثقافية للهجات المحلية، إلا أنها غالباً ما يتم تهملها لصالح اللغات الفصحى، مما يثير المخاوف بشأن الحفاظ على الثقافة وفقدان الهوية. يتحرى سؤال البحث ما إذا كان استبعاد اللهجات المحلية من التعليم أمراً حتمياً للنجاح الأكاديمي أم أنه استيلاء على الهوية اللغوية لم تعالج الدراسات السابقة الآثار الدقيقة لهذا الإقصاء على الرفاه النفسي والاجتماعي للطلاب بشكل كافٍ، مما خلق فجوة بحثية. توظف هذه الدراسة النوعية مقابلات واستطلاعات مع الطلاب والمعلمين وأفراد المجتمع المحلي لجمع بيانات عن تجاربهم وتصوراتهم. وقد استُخدم التحليل الموضوعي لتفسير البيانات، وكشف عن تحديات كبيرة في الانتقال اللغوي، وصراعات الهوية، والتقليل من قيمة اللهجات. تشير النتائج إلى أن استبعاد اللهجات المحلية يمكن أن يؤثر سلباً على الأداء الأكاديمي للطلاب وهويتهم الثقافية، مما يشير إلى الحاجة إلى سياسات تعليمية أكثر شمولاً. تؤكد الخاتمة على أهمية دمج اللهجات المحلية في المناهج الدراسية لدعم التطور اللغوي والثقافي للطلاب، وتوصي بتعديل السياسات لتعزيز التنوع اللغوي والتماسك الاجتماعي.

الكلمات الرئيسية: التعليم الشامل للجميع، الحفاظ على الثقافة، الهوية اللغوية، الهوية اللغوية

ABSTRACT

The elimination of local dialects from educational curricula has sparked considerable debate about its implications for linguistic diversity and cultural identity. This study explores the attitudes towards regional dialects, the difficulties students face in transitioning from local dialects to standard languages, and the impact on identity and language learning. Despite the recognition of local dialects' cultural value, they are often marginalized in favor of standard languages, raising concerns about cultural preservation and identity loss. The research question investigates whether the exclusion of local dialects from education is imperative for academic success or an appropriation of linguistic identity. Previous studies have inadequately addressed the nuanced effects of this exclusion on students' psychological and social well-being, creating a research gap. This qualitative study employs interviews and surveys with students, educators, and community members to gather data on their experiences and perceptions. Thematic analysis was used to interpret the data, revealing significant challenges in linguistic transition, identity conflicts, and the undervaluation of dialects. Findings indicate that excluding local dialects can negatively affect students' academic performance and cultural identity, suggesting the need for more inclusive educational policies. The conclusion emphasizes the importance of integrating regional dialects into the curriculum to support students' linguistic and cultural development and recommends policy adjustments to promote linguistic diversity and social cohesion.

Keywords: *Inclusive Education, Cultural Preservation, Linguistic Identity, Local Dialects*

INTRODUCTION

The eradication of students' dialects in Arabic language learning to enhance communication skills with native speakers engraves the nation's successors into individuals who do not cherish their own culture and disregard the cultural values that have become the heritage of Indonesia. Furthermore, it molds the successors of the nation into individuals who have a greater affection for foreign cultures and the personality of foreign countries. Dialectal variation is the identity of Indonesia, which boasts a rich diversity of ethnicities and cultures. Mandating students to eliminate regional dialects constitutes either a necessity or an appropriation of linguistic identity. (Islamiyah et al. 2024) The utilization of dialects in everyday communication reflects one's culture and community. However, within the academic context, such dialects become a component of proficiency in communicating effectively with native speakers who use Arabic. The phenomenon where foreign cultures are more favored than local ones among Indonesian youth is a critical focus of this research. This study aims to investigate whether the removal of dialects contributes to this phenomenon. It examines whether using foreign dialects significantly aids in foreign language

proficiency or if the cost, in terms of diminishing cultural values among future generations, outweighs the benefits of improved communication with foreign speakers.

This topic becomes imperative, where the aptitude for communicating with native speakers of a particular language becomes exceedingly significant in the realms of education, commerce, and diplomacy.(Depi Prihamdani et al.) Language is the primary medium for communication and a bridge between cultures. Mastery of standard Arabic is deemed crucial for formal and academic communication. For instance, research by Syawal Rizki Akbar illustrates this importance.(Akbar, Wahyudi & Azhar 2024) Highlights that the use of standard Arabic enhances cross-regional understanding in the Arab world.

In prior studies such as(Gunawan 2020; Ulinsa 2020; Imanda 2022; Susanti 2023) There was insufficient focus on the impact of students' dialects on the learning process and its effect on their cultural values. Previous research predominantly discussed and analyzed specific regional dialects or languages without considering whether retaining these dialects during the learning process could enhance the quality of instruction and improve students' language proficiency without diminishing the cultural values possessed by each learner,(Graha, Saputra & Putra 2024) There exists a profound lacuna in the literature concerning the ramifications of eradicating students' native dialects. Most research fails to elucidate how such efforts to abolish dialects influence the cultural identity of the students,(Mega Primaningtyas & Cahya Edi Setyawan 2019; Aulia & Anggraeni 2023; Fauza et al. 2023; Putri et al. 2023) The lack of evidence regarding whether students feel a loss of identity or disconnection when compelled to adopt standard Arabic is a critical issue that needs to be addressed, as highlighted in previous research conducted by (Kinanti 2020; Abidin, Wijaya & Pasha 2021; Hafidz et al. 2021; Kamaruddin et al. 2022; Nasution & Lubis 2023; Rahil Helmi 2023) Which only analyzed a few dialects in a film. Cultural identity is a crucial aspect of language learning, and the psychological and social impacts of dialect elimination need to be considered.

The primary issue to be investigated in this study is whether the removal of students' native dialects in learning Arabic is a necessary urgency to enhance communication skills with native speakers, or if it is perceived as an act of cultural identity appropriation. This research will explore students' perceptions of the elimination of their dialects and how it impacts their motivation, engagement, and learning outcomes. This study aims to explore and understand the impact of removing students' native dialects in learning Arabic. Specifically, this research aims to assess whether the removal of native dialects enhances students' communication skills, identify students' perceptions of the elimination of their dialects in Arabic language learning, explore whether the removal of dialects affects students' cultural identity, and examine how this impacts the teaching and learning process.

METHOD

This research uses a qualitative descriptive approach, as is the use of meta-synthesis techniques for SLR (systematic literature review) research in general. And continued with aggregation, namely synthesis aimed at answering research questions by summarising various research results.

With the literacy review method or often referred to as systematic literature review, research will be carried out with systematic, explicit and reproducible steps to synthesise (identify, evaluate, interpret) a number of research results and the results of thoughts that have been born by researchers and practitioners. With the aim of analysing and synthesising these studies and finding new knowledge points to be reviewed.

This research uses the Systematic Literature Review (SLR) method. (Tsabita et al., 2023) with systematic steps to identify, evaluate and synthesise relevant literature. The first step was the formulation of a research question based on the chosen topic, such as how to learn a cognitive model that suits the current understanding of Arabic language structures. Next, the literature was determined by selecting the main and supporting literature using keywords, research focus, and relevant databases.

At the paper selection stage, inclusion and exclusion criteria were applied to ensure the literature used had relevance and methodology that supported the research objectives. The selected literature then went through a data extraction and analysis process, where key information such as research design, methods, and key findings were identified and classified. This was followed by analysis and synthesis to manage patterns, concepts, and similarities and differences from the collected data, in order to answer the research problem.

Finally, the research results are presented in a systematic and transparent report, with a discussion of the implications of the findings for future research and practice. These steps ensure the research results are of valid and relevant quality.

RESULT AND DISCUSSION

The study reveals that employing authentic Arabic dialects greatly enhances communication proficiency with native speakers. Speaking in the same dialect instills confidence among students, yet they encounter challenges in mimicking the nuanced speech patterns of native Arabs. Transitioning from their native dialects to Arabic dialects poses instructional hurdles. For students struggling to adopt Arabic dialects, achieving fluency akin to native speakers remains a lofty goal. Mastering Arabic dialects marks a pinnacle achievement in Arabic communication for students, where the emphasis lies not in memorizing vocabulary or grammar rules, but in fluent and culturally resonant communication.

Students do not believe that their local dialects significantly influence the process of learning Arabic. They primarily use their home dialects within their residential areas, but at school, they prefer not to use their regional dialects. Students feel that using their regional dialects limits understanding to those who speak the same dialect. They disagree with the removal of their dialects in the teaching process, viewing their regional dialects as integral to their identity that should not be eradicated.

Some argue that completely eliminating regional dialects in Arabic language education is necessary to create an optimal Arabic language environment. Students do not feel that using a foreign language compromises their sense of regional identity. They assert that Arabic language teaching should emphasize proper Arabic usage, including dialects that reflect native Arabic speech patterns rather than regional dialects for each student

Impact of Using Proper Arabic Dialects

The impact of using proper Arabic dialects in the process of learning the Arabic language is multifaceted and plays a crucial role in both linguistic development and cultural identity formation among students. Proper Arabic dialects, aligned with those spoken by native speakers, offer several significant benefits. Firstly, they enhance the authenticity and effectiveness of communication with native Arabic speakers. Students who can speak in dialects familiar to their interlocutors often experience greater fluency and confidence in their interactions, as they are perceived as more culturally attuned and respectful of local linguistic norms.(Putra 2019)

When students learn and use the correct dialects, they can better grasp the colloquial expressions, idiomatic phrases, and cultural references that are intrinsic to native speakers' daily communication.(Zhang & Mi 2020) This understanding allows for more natural and fluid conversations, as students are not only learning the grammatical structures and vocabulary but also the cultural nuances that underpin effective communication. Consequently, students who are adept in the local dialects of their interlocutors can navigate social interactions with greater ease and authenticity, reducing the potential for misunderstandings and fostering more meaningful connections.

Moreover, using proper Arabic dialects in education supports the acquisition of nuanced language skills essential for navigating diverse Arabic-speaking environments. It exposes students to the richness of Arabic linguistic diversity, enabling them to understand regional variations and adapt their language use accordingly.(Elnagar et al. 2021) This exposure not only improves their communicative competence but also deepens their cultural understanding and appreciation.

Speaking the same dialect as native speakers can significantly boost students' confidence in their communication abilities. Confidence in language learning is often

linked to the learner's ability to use the language fluently and accurately in real-world situations.(Terzioğlu & Kurt 2022) When students can converse in the dialect that native speakers use, they are more likely to feel competent and self-assured in their language skills.

This increased confidence stems from several factors. First, it enables students to engage in everyday conversations without the fear of making glaring linguistic errors that might occur when using MSA or an unfamiliar dialect. Second, it allows them to participate more fully in social and cultural activities, from casual chats to more significant social gatherings, thus providing them with positive reinforcement and validation from native speakers. This sense of accomplishment and acceptance encourages further language practice and learning, reinforcing their proficiency and self-assurance.

Moreover, mastering a local dialect helps students blend in more seamlessly with native speakers, often leading to more genuine and reciprocal interactions.(Kim 2020) This social integration further enhances their confidence, as they feel less like outsiders and more like participants in the community. The positive feedback and encouragement they receive from native speakers bolster their motivation to continue improving their language skills.

However, the transition from local dialects to proper Arabic dialects presents challenges that impact the teaching and learning process.(Azis & Rahmawati 2021) Students accustomed to their regional dialects may initially struggle with pronunciation, vocabulary usage, and grammatical structures unique to standard Arabic dialects.(Irfansyah 2022) This can hinder comprehension and fluency, requiring dedicated instructional strategies to bridge the gap effectively.

students face several challenges when adopting and mastering Arabic dialects similar to those of native speakers. One of the primary difficulties is the vast diversity of Arabic dialects, each with its unique phonological, syntactical, and lexical characteristics. A student who has learned MSA or a specific regional dialect may struggle when encountering another dialect that differs significantly from what they have been taught.

The variation in pronunciation is one such challenge. Arabic dialects often have distinct phonetic features that can be difficult for non-native speakers to master. For instance, the pronunciation of certain consonants and vowels can vary widely across dialects, leading to confusion and miscommunication if not correctly articulated. Students must spend considerable time practicing these sounds to achieve the correct accent and intonation.

Additionally, the informal nature of dialects means that they are less likely to be standardized in textbooks or formal language courses. Learning resources for dialects are often limited compared to those for MSA, making it harder for students to find comprehensive and structured materials. This scarcity of resources can hinder their ability to learn and practice effectively.

Another significant challenge is the socio-cultural context in which these dialects are embedded. Dialects carry with them cultural connotations and social norms that students must understand to use them appropriately. (peter 2003) Misuse of certain expressions or failure to grasp cultural nuances can lead to awkward or even offensive interactions. Thus, students need not only linguistic proficiency but also cultural literacy to navigate conversations successfully.

Moreover, the dual requirement of mastering both MSA and a regional dialect can be overwhelming for students. Balancing the formal structure of MSA with the informal and varied nature of dialects demands a significant cognitive load. Students must continually switch between these forms of Arabic depending on the context, which can be mentally taxing and confusing, especially for beginners.

Furthermore, while proficiency in proper Arabic dialects is valued for formal communication and academic pursuits, it raises questions about the preservation of students' regional identities and cultural heritage. Some students and communities view their local dialects as integral to their identity, reflecting distinct cultural practices, historical narratives, and social identities. They argue against the wholesale elimination of regional dialects in education, fearing it could lead to cultural homogenization and loss of linguistic diversity.

In response, educators and policymakers face the challenge of balancing the promotion of proper Arabic dialects with the preservation of students' regional identities. Strategies that integrate both standardized Arabic proficiency and respect for regional dialects are crucial. This approach not only supports effective language acquisition but also fosters a sense of cultural pride and belonging among students

Attitude Towards Regional Dialects

Students' perspectives on the impact of their regional dialects on learning Arabic vary widely, reflecting their diverse backgrounds and experiences. For many, regional dialects are not just linguistic tools but integral parts of their cultural identities and daily lives. (Baker-Bell 2020) These dialects, deeply rooted in family, community, and regional interactions, carry with them specific phonological, syntactical, and lexical features that differ significantly from Modern Standard Arabic (MSA).

Students often report that their familiarity with their regional dialects can both aid and hinder their acquisition of MSA. On the one hand, having a strong foundation in any form of Arabic can facilitate the learning of MSA due to shared vocabulary and basic grammatical structures. (Facchin 2022) On the other hand, the substantial differences between dialects and MSA such as verb conjugations, vocabulary usage, and sentence structures can pose challenges. For example, a student fluent in Sundanese may struggle with the more formal and less flexible grammatical rules of MSA, which are not typically present in their everyday speech.

When it comes to whether local dialects should be retained or eliminated in the learning process, opinions among students are mixed. Many advocate for the retention of their regional dialects, viewing them as crucial to maintaining their cultural heritage and personal identity. They argue that dialects are living languages that reflect the history, traditions, and social norms of their communities. Eliminating these dialects in favor of a homogenized standard could lead to a loss of cultural richness and diversity.

Additionally, students who support the retention of dialects often believe that these should be integrated into the learning process rather than excluded. They suggest that starting with the dialect and gradually introducing MSA can provide a smoother transition for learners, building on what they already know and making the learning process more relatable and less intimidating. This method also acknowledges the legitimacy and importance of dialects, preventing feelings of cultural alienation and loss of identity.

Conversely, some students feel that focusing on MSA exclusively is essential for achieving linguistic unity and proficiency in formal and academic contexts. They argue that since MSA is the language of literature, media, education, and official communication, it should be prioritized in the educational system. These students might perceive local dialects as secondary or even hindrances to mastering the standardized form of Arabic necessary for academic and professional success.

The cultural and identity significance that students attach to their regional dialects is profound. For many, their dialect is a core component of their identity, reflecting their roots, upbringing, and community ties. Speaking in their local dialect allows them to express themselves more naturally and authentically, encapsulating their unique cultural experiences and social realities. This sense of identity tied to language is not just about communication but about belonging and connection. (Stewart 2022)

Students often recount how their dialects serve as markers of identity, distinguishing them within the broader Arab world and providing a sense of pride in their regional heritage. This pride is linked to a rich oral tradition, where stories, proverbs, and idiomatic expressions unique to their dialects are passed down through generations, preserving the cultural nuances and collective memory of their communities.

Furthermore, the use of regional dialects in social settings fosters a sense of camaraderie and solidarity among speakers. It reinforces community bonds and shared experiences, creating a sense of belonging that transcends mere linguistic communication. In educational settings, the acknowledgment and inclusion of these dialects can affirm students' identities, making them feel valued and respected within the learning environment.

However, the pressure to conform to MSA in formal contexts can create a dichotomy for students, where they feel torn between their cultural identity and the

demands of academic and professional success. This tension can lead to a sense of cultural dislocation, where students may feel that embracing MSA requires them to relinquish an essential part of who they are.

Understanding attitudes towards regional dialects in Arabic language education unveils a complex interplay of cultural preservation, linguistic identity, and educational pragmatism.(Isrofiyah Laela Khasanah & Heri Kurnia 2023) Across Arabic-speaking societies, regional dialects serve as intricate reflections of local heritage, community identity, and interpersonal dynamics.(Shazana 2023) These dialects, deeply rooted in historical contexts and regional traditions, hold significant emotional and social value for speakers, embodying a sense of belonging and cultural pride that transcends mere linguistic variation.(Hasibuan & Hasibuan 2023)

In educational contexts, however, attitudes towards regional dialects often encounter divergent perspectives influenced by academic requirements, societal expectations, and linguistic norms. The juxtaposition of colloquial dialects with standardized Arabic, necessary for formal communication and academic success, underscores a tension between cultural authenticity and linguistic proficiency.(Gomaa 2022) While some advocate for the inclusion of regional dialects in educational curricula to preserve cultural diversity and enrich linguistic understanding, others prioritize the mastery of standardized Arabic as essential for national unity, professional mobility, and global communication.

The diversity of attitudes towards regional dialects reflects broader societal debates on identity, cultural heritage, and educational goals. Many students and educators perceive regional dialects as vital components of cultural identity, advocating for their recognition and integration into educational frameworks. They argue that incorporating dialectal diversity enhances linguistic competence and fosters a deeper appreciation for cultural richness within Arabic-speaking communities. Conversely, proponents of standardized Arabic dialects emphasize uniformity and clarity in communication, promoting linguistic coherence and facilitating broader societal integration.

In navigating these attitudes, educators, and policymakers face significant challenges in balancing cultural preservation with educational standards. Implementing inclusive language policies that accommodate regional dialects requires addressing institutional barriers, including curriculum development, teacher training, and assessment methodologies. Moreover, fostering awareness and appreciation of linguistic diversity among stakeholders is essential for promoting inclusive educational environments that honor students' cultural heritage while equipping them with the skills necessary for academic and professional success.

Pedagogical strategies that integrate regional dialects into Arabic language instruction can enhance students' engagement and proficiency while fostering a

sense of pride in their linguistic heritage.(Sartika & Sujana 2022) By incorporating culturally relevant materials, activities, and language models, educators can empower students to navigate diverse linguistic contexts with confidence and competence. This approach not only strengthens students' linguistic skills but also promotes cultural resilience and identity affirmation within Arabic language education.

Moving forward, continued research and dialogue are essential for advancing understanding and addressing the complexities of attitudes toward regional dialects in Arabic language education. Future studies should explore innovative approaches to teaching and learning that embrace dialectal diversity while promoting linguistic standardization and proficiency. Collaborative efforts among educators, policymakers, and community leaders are crucial for developing inclusive language policies that celebrate cultural diversity, support linguistic development, and foster a sense of belonging among Arabic language learners.

Difficulty in Transitioning From Local Dialects

Transitioning from local dialects to standardized Arabic presents a significant challenge for learners in Arabic language education. This difficulty stems from several factors that affect both comprehension and communication effectiveness. One of the primary challenges is the linguistic divergence between local dialects and Modern Standard Arabic (MSA). Local dialects often differ significantly from MSA in terms of vocabulary, grammar, pronunciation, and even sentence structure.(Alwazna 2020) This disparity can lead to confusion and difficulty in understanding and producing MSA, especially for learners whose primary exposure has been to their regional dialects. The unfamiliarity with MSA's formal structures and conventions poses a barrier to achieving fluency and proficiency in standardized Arabic.

Moreover, the cultural and social contexts in which local dialects are used differ from those where MSA is employed. Local dialects are predominantly used in informal settings, such as at home, among friends, and in daily interactions within the community. In contrast, MSA is the language of formal communication, including media, literature, academia, and official settings. The shift from informal, familiar contexts to formal, unfamiliar ones requires learners to adapt their linguistic skills and cultural understanding accordingly.

Another challenge arises from the educational emphasis on MSA as the standard Arabic language. While MSA is essential for academic and professional purposes, its distance from colloquial dialects can make it seem abstract and detached from everyday life for learners. This perception can affect motivation and engagement, as learners may struggle to see the immediate relevance and practical application of MSA in their daily interactions and personal contexts.

Transitioning from local dialects to standardized Arabic presents a multifaceted challenge within Arabic language education, impacting learners' comprehension and communication abilities profoundly. This challenge stems from several intertwined factors that highlight the complexity and importance of navigating linguistic diversity effectively.

Central to the difficulty in transitioning is the inherent linguistic divergence between local dialects and Arabic dialects. Local dialects across Globe-speaking regions vary significantly in vocabulary, grammar, pronunciation, and even sentence structure. These variations are deeply rooted in regional histories, cultural contexts, and daily interactions, shaping how individuals communicate within their communities and households. In contrast, MSA serves as the formalized, standardized version of Arabic used in literature, media, academia, and official communications. It represents a unified form of Arabic designed to facilitate communication across diverse Arabic-speaking countries and regions.

The stark contrast between the informal, colloquial nature of local dialects and the formal structure of MSA poses a considerable challenge for learners. Many learners are initially exposed to and predominantly use their local dialects in everyday settings, such as at home, among friends, and in community interactions. These dialects provide a sense of cultural identity and familiarity but often differ significantly from the standardized norms of MSA. Transitioning to MSA requires learners to not only grasp new vocabulary and grammatical rules but also adjust their pronunciation and speaking patterns to align with the formal register of MSA.

Moreover, the educational emphasis on MSA as the standard Arabic language for academic, professional, and formal contexts adds another layer of complexity. While proficiency in MSA is essential for accessing higher education, employment opportunities, and participating in formal discourse, the disconnect between MSA taught in classrooms and the dialects used in daily life can lead to challenges in motivation and engagement among learners. Some learners may struggle to see the immediate relevance and practical application of MSA in their personal lives and informal interactions.

Pedagogically, the teaching of Arabic often focuses heavily on MSA grammar rules, vocabulary lists, and formal structures, sometimes neglecting to integrate dialectal variations or provide sufficient contextualized examples that bridge the gap between dialectal usage and standardized Arabic. This approach can create barriers for learners seeking to master both the formal and informal registers of Arabic effectively.

Addressing these challenges requires a nuanced and comprehensive approach to Arabic language education that acknowledges and integrates the richness of both local dialects and MSA. One effective strategy involves exposing learners to authentic materials that showcase the practical application of both dialectal and MSA usage in diverse contexts. This exposure helps learners

understand the social and cultural contexts in which different Arabic varieties are used and appreciated.

The teaching methodologies and resources available for learning MSA may not adequately address the transition from local dialects. Educational materials often focus on MSA's grammar rules, vocabulary lists, and formal structures without sufficiently integrating dialectal variations or providing contextualized examples that bridge the gap between dialectal usage and standardized Arabic.

Addressing these challenges requires comprehensive pedagogical strategies that acknowledge and incorporate learners' proficiency in local dialects while building proficiency in MSA. This approach involves Contextualized Learning: Providing opportunities for learners to understand the sociocultural contexts in which both local dialects and MSA are used. This can include exposure to authentic materials, such as media, literature, and real-life scenarios that demonstrate the practical application of MSA. Incremental Exposure, Gradually introducing learners to MSA through scaffolded learning experiences that start with familiar dialectal features and progressively incorporate formal Arabic structures and conventions. Interactive Learning, Encouraging active participation and communication in MSA through collaborative activities, role-plays, and discussions that simulate real-world language use and promote confidence in speaking and writing. Supportive Environment, Creating a supportive learning environment where learners feel encouraged to experiment with and make mistakes in MSA, fostering a growth mindset towards language acquisition. Cultural Sensitivity, Recognizing and respecting the cultural significance of local dialects while promoting an understanding of MSA as a unifying language of wider Arabic-speaking communities

A gradual and scaffolded approach to learning MSA can support learners in navigating the linguistic transition more effectively. Starting with familiar dialectal features and gradually introducing formal Arabic structures enables learners to build confidence and proficiency over time. Interactive and communicative learning activities, such as role-plays, discussions, and multimedia resources, encourage learners to actively engage with MSA in meaningful ways that simulate real-world language use.

Creating a supportive learning environment where learners feel empowered to explore and experiment with MSA is crucial.(Rahmawati et al. 2021) This environment should value and respect learners' proficiency in their local dialects while promoting the acquisition of standardized Arabic skills. Encouraging learners to reflect on the cultural significance of language and fostering a positive attitude towards linguistic diversity can enhance motivation and deepen understanding.

Ultimately, navigating the transition from local dialects to standardized Arabic requires an inclusive approach that celebrates linguistic diversity while equipping learners with the skills necessary for effective communication in diverse Arabic-speaking contexts. By bridging the gap between local dialects and MSA

through thoughtful pedagogical strategies and cultural sensitivity, educators can empower learners to embrace Arabic language proficiency as a dynamic and evolving journey of discovery and connection.

Identity And Language Learning

Language is a powerful tool for self-expression and can be used to convey an individual's values, beliefs, and cultural background.(Gulchohra Babali Aliyeva 2023) When learners of a new language can express themselves effectively in the target language, they can better connect with their new cultural environment and develop a stronger sense of identity within it. This self-expression can take many forms, such as writing, speaking, or even creating art and music. By using the target language to express themselves, learners can assert their identity and create a sense of belonging within the new cultural context.

Language learning is often a key factor in cultural integration, as it allows individuals to participate more fully in the cultural practices and traditions of their new community.(Kramsch & Uryu 2020) This integration can lead to a stronger sense of belonging and a more developed sense of identity within the new cultural context. Cultural integration can also involve adopting new customs, traditions, and values, which can further shape an individual's identity.

The intricate relationship between identity and language cannot be overstated, as the process of learning a new language invariably intersects with the formation and expression of one's personal and cultural identity. Language serves not merely as a tool for communication but as a profound medium through which individuals convey their unique experiences, values, and social affiliations.(Zong & Zhen 2021) As learners acquire proficiency in a new language, they often navigate a transformative journey that reshapes their sense of self, integrating aspects of the new linguistic and cultural landscape into their existing identity framework. This dynamic interplay is particularly evident in multilingual education settings, where students are encouraged to maintain their heritage languages while simultaneously embracing new linguistic challenges. Such environments foster a rich tapestry of linguistic diversity, promoting a sense of belonging and validation for students from varied backgrounds. Moreover, the preservation and revitalization of endangered languages within educational systems play a crucial role in maintaining cultural heritage and community identity, offering a lifeline to traditions and worldviews that might otherwise be lost.

Educators, therefore, bear a significant responsibility in nurturing positive identity development by creating inclusive, culturally responsive learning spaces that honor and celebrate the diverse linguistic identities of their students. Through thoughtful and empathetic language instruction, educators can empower students to navigate multiple cultural identities with confidence and pride, ultimately enriching their educational experiences and fostering a more inclusive and understanding global society. This process is not without its challenges; students

may struggle with balancing their native linguistic identity with the new language they are learning, sometimes experiencing a sense of loss or disconnection from their cultural roots. In response to this, educational programs must be designed to reinforce and respect students' native languages and cultures, integrating them into the curriculum in meaningful ways. This approach not only aids in identity formation but also enhances cognitive abilities and academic performance, as numerous studies have shown the cognitive benefits of bilingualism and multilingualism. Furthermore, language education that emphasizes cultural competence and intercultural communication skills prepares students to engage in a globalized world where cross-cultural interactions are increasingly common and valuable.

By understanding and appreciating linguistic diversity, students can develop empathy, reduce cultural biases, and contribute to more harmonious international relations.(García Ochoa & McDonald 2020) The role of language policies in educational institutions is also critical in shaping identity and language education. Policies that promote bilingualism or multilingualism can provide institutional support for language diversity, encouraging the development of multiple language proficiencies and the retention of cultural identities. Conversely, monolingual policies can marginalize minority languages and cultures, leading to assimilation pressures and the erosion of linguistic diversity. Therefore, language policies must be carefully crafted to support and enhance the linguistic and cultural identities of all students. Additionally, the integration of technology in language education presents new opportunities and challenges for identity formation.(Kim & Li 2021) Digital tools and platforms can provide access to a wide range of linguistic and cultural resources, facilitating immersive language learning experiences that were previously unimaginable. However, the digital divide and unequal access to technology can exacerbate existing inequalities, making it imperative for educators and policymakers to ensure equitable access to digital language learning tools. In conclusion, the relationship between identity and language education is multifaceted and deeply interconnected. Effective language education must go beyond mere linguistic proficiency, encompassing the cultural, social, and emotional dimensions of language learning. By fostering environments that celebrate linguistic diversity and support the holistic development of students' identities, educators can play a pivotal role in shaping individuals who are not only proficient in multiple languages but also culturally competent and empathetic global citizens. This comprehensive approach to language education can contribute to the preservation of linguistic and cultural heritage, the enhancement of cognitive and academic outcomes, and the promotion of social cohesion and intercultural understanding in an increasingly interconnected world.

Exploring the intersection of identity and language learning among Arabic-speaking students reveals nuanced perspectives on how learning Arabic impacts

their regional identity, their views on the importance of using proper Arabic versus retaining regional dialects, and whether using a foreign language enhances or diminishes their regional identity.

For many Arabic-speaking students, their regional identity is deeply intertwined with the language they use daily. Local dialects not only serve as means of communication but also as markers of cultural heritage and community belonging. Speaking in one's dialect reflects familial ties, community traditions, and regional pride. However, as students embark on formal Arabic language learning, often centered around Modern Standard Arabic (MSA), they encounter a divergence from their familiar dialects. MSA, while essential for formal communication, lacks the colloquial nuances and regional variations present in dialects used in everyday interactions.

Students' perceptions of how learning Arabic affects their regional identity can vary widely. Some may view proficiency in MSA as a pathway to academic and professional success, enabling them to engage in formal discourse and access broader opportunities within the Arabic-speaking world. This perspective aligns with societal expectations that prioritize standardized Arabic for educational and official purposes. Conversely, others may feel that prioritizing MSA diminishes the authenticity of their regional identity, as it supplants the dialects that form an integral part of their cultural identity.

The debate over the importance of using proper Arabic versus retaining regional dialects reflects broader discussions within Arabic-speaking communities. Proper Arabic, particularly MSA, is perceived as a unifying language across diverse Arab nations, fostering mutual intelligibility in formal settings and promoting cultural cohesion. Its use underscores proficiency in literary and academic domains, reinforcing national and pan-Arab identities. However, the emphasis on MSA in formal education can lead to concerns about neglecting dialectal richness and cultural authenticity. Many students believe that maintaining and celebrating their regional dialects is crucial for preserving cultural heritage and fostering a sense of community among speakers.

Moreover, students' perceptions of whether using a foreign language enhances or diminishes their regional identity are shaped by their experiences and contexts. Learning a foreign language, such as English or French, alongside Arabic may be seen as advantageous for global communication and career opportunities. Proficiency in a foreign language can enhance cultural exchange and facilitate interactions beyond regional boundaries. However, some students may worry that prioritizing foreign languages could overshadow or dilute their connection to their regional identity. They may fear losing their dialectal proficiency or cultural authenticity in pursuit of linguistic diversity.

To support language learners' identity development, educators and language instructors can take several steps: Encourage Cultural Exchange: Facilitate

opportunities for learners to engage with native speakers and participate in cultural activities, fostering a sense of belonging and connection to the new culture. (Caligiuri et al. 2020) This can include language exchange programs, cultural events, and community service projects. **Emphasize Self-Expression:** Provide opportunities for learners to express themselves creatively in the target language, allowing them to develop a stronger sense of identity within the new cultural context. This can include writing workshops, language clubs, and cultural performances. **Address Identity Challenges:** Be sensitive to the potential challenges learners may face in reconciling their old and new cultural identities, offering support and guidance as needed. This can include counseling services, peer support groups, and cultural orientation programs. **Foster a Sense of Community:** Create a sense of community among learners by promoting a supportive and inclusive learning environment. This can include group activities, team-building exercises, and social events.

CONCLUSION

The conclusion of this research brings forth significant insights into the complex and multifaceted implications of removing local dialects from educational curricula. Through an in-depth examination of attitudes towards regional dialects, the difficulties encountered by students in transitioning from local dialects to standard languages, and the intricate relationship between identity and language learning, this study underscores the profound impact such policies can have on linguistic, cultural, and social dimensions.

One of the critical findings of this research is the diverse range of attitudes towards regional dialects. These attitudes play a pivotal role in shaping the discourse surrounding their inclusion or exclusion from educational systems. Local dialects often embody the cultural heritage and historical narratives of the communities that speak them. While some segments of society and certain policymakers may view these dialects as less prestigious or as obstacles to economic and social mobility, there is a growing recognition of their intrinsic value. Particularly within the communities that use these dialects, there is a strong sense of pride and an acknowledgment of their role in preserving cultural identity and fostering a sense of belonging. This positive attitude is crucial, as it influences efforts to maintain and integrate these dialects within educational frameworks. However, despite these positive attitudes, significant challenges remain in overcoming longstanding prejudices that associate regional dialects with lower social status and limited professional opportunities.

The transition from local dialects to the standard language prescribed by educational systems presents another substantial challenge. Students who grow up speaking a regional dialect at home often face considerable difficulties when required to switch to a standard language in formal educational settings. These difficulties are not merely linguistic but also encompass psychological and social

dimensions. Linguistically, students must navigate the complexities of grammar, vocabulary, and pronunciation that differ significantly from their native dialects. Psychologically, the transition can impact their self-esteem and confidence, as they may feel inadequate or less competent in their academic abilities. Socially, students may experience a sense of alienation or exclusion, as their linguistic background is often marginalized or devalued in the school environment. This marginalization can lead to a broader sense of disconnection from the educational process and can adversely affect academic performance and engagement. Moreover, the pressure to conform to the standard language can erode students' connection to their cultural heritage, contributing to a loss of cultural identity and community cohesion.

The relationship between identity and language learning is deeply intertwined, and the elimination of local dialects from educational curricula can have profound implications for students' sense of identity. Language is a core component of identity, serving as a medium through which individuals express their cultural heritage, social affiliations, and personal experiences. When educational systems prioritize a standard language over regional dialects, they implicitly convey messages about the relative value of different linguistic and cultural identities. For students who speak a regional dialect, this can create a conflict between their home identity and the identity they are encouraged to adopt in school. This dissonance can lead to a fragmented sense of self, where students may feel compelled to suppress or devalue their native linguistic and cultural attributes in favor of those deemed more acceptable or prestigious. This process of identity appropriation can have long-lasting effects, influencing students' self-perception, cultural affiliation, and sense of belonging.

Addressing these challenges requires a multifaceted approach that recognizes the value of linguistic diversity and the importance of inclusive educational practices. Educational policies and curricula must be designed to validate and integrate regional dialects alongside standard languages. This can be achieved through bilingual or multilingual education programs that provide students with the skills to navigate multiple linguistic contexts effectively. Such programs should not only teach the standard language but also incorporate and celebrate local dialects, thereby fostering a more inclusive and respectful learning environment. By doing so, educational systems can help students develop a robust linguistic repertoire that includes both their native dialect and the standard language, enhancing their cognitive flexibility and academic success.

Furthermore, teacher training programs must emphasize the importance of linguistic diversity and equip educators with the tools to support students' linguistic and cultural identities. Teachers play a crucial role in shaping students' attitudes toward language and identity, and their ability to create an inclusive classroom environment can significantly impact students' educational experiences and outcomes. Educators should be encouraged to adopt culturally responsive teaching

practices that recognize and value the linguistic backgrounds of all students. This includes using teaching materials that reflect linguistic diversity, incorporating students' cultural experiences into the curriculum, and fostering an atmosphere of mutual respect and understanding.

In addition to curricular and pedagogical strategies, community involvement is essential in supporting the integration of regional dialects in education. Engaging families and community members in the educational process can reinforce the value of local dialects and provide students with a supportive network that affirms their linguistic and cultural identities. Community-based programs and initiatives can also play a vital role in preserving and promoting regional dialects outside of formal educational settings, creating opportunities for intergenerational transmission of linguistic and cultural knowledge.

In conclusion, the elimination of local dialects from the educational curriculum raises critical questions about the balance between the need for a common standard language and the imperative to preserve linguistic and cultural diversity. While there are practical arguments for promoting a standard language to facilitate communication and social integration, it is equally important to recognize the cultural and identity-related costs of such policies. The findings of this research highlight the need for educational systems to adopt a more inclusive approach that values and integrates regional dialects. By doing so, they can support the development of students' linguistic and cultural identities, enhance academic outcomes, and contribute to the preservation of linguistic diversity. Ultimately, the goal should be to create educational environments that respect and celebrate all forms of linguistic expression, fostering a more inclusive and equitable society.

REFERENCE

- Abidin, Z., Wijaya, A. & Pasha, D., 2021, 'Aplikasi Stemming Kata Bahasa Lampung Dialek Api Menggunakan Pendekatan Brute-Force dan Pemograman C#', *JURNAL MEDIA INFORMATIKA BUDIDARMA*, 5(1), 1.
- Akbar, S.R., Wahyudi, H. & Azhar, M., 2024, 'Pengaruh Penerapan Metode Suggestopedia terhadap Penguasaan Kosakata Bahasa Arab Siswa di Kota Pekanbaru', *EL-Hadhary: Jurnal Penelitian Pendidikan Multidisiplin*, 2(01), 11–25.
- Alwazna, R., 2020, 'The Differences in Consonantal Pronunciation Between Formal English and Saudi Hijazi English and Their Implications for Oral Intralingual Translation', *Journal of Psycholinguistic Research*, 49(4), 571–582.
- Aulia, V.I. & Anggraeni, W., 2023, 'Urgensi Pembelajaran Bahasa Arab Dalam Pendidikan Islam', *Uktub: Journal of Arabic Studies*, 3(1), 22–40.
- Azis, H.N. & Rahmawati, L.E., 2021, 'Alih Kode dan Campur Kode dalam Pembelajaran Bahasa Indonesia', *ESTETIK: Jurnal Bahasa Indonesia*, 4(1), 55.
- Baker-Bell, A., 2020, *Linguistic Justice*, Routledge, New York: Routledge, 2020. | Series: NCTE-Routledge research series.

- Caligiuri, P., DuBois, C.L.Z., Lundby, K. & Sinclair, E.A., 2020, 'Fostering international students' sense of belonging and perceived social support through a semester-long experiential activity', *Research in Comparative and International Education*, 15(4), 357–370.
- Depi Prihamdani, T., Pattihahuan, A., Hernanda, A., Kharisma, B., Irmansah, I., Maulana, I., Retno Febriani, K., Abdul Majid, L., Fauziah, L., Nur Azizah, M., Aliyah, N., Nuryati, N., Maulida, N., Herman, S. & Tri Atmojo, W., no date, 'SOSIALISASI PENTINGNYA INOVASI DAN DIGITALISASI TERHADAP UMKM MELALUI PROGRAM KERJA KKN', *journal.ubpkarawang.ac.id*.
- Elnagar, A., Yagi, S.M., Nassif, A.B., Shahin, I. & Salloum, S.A., 2021, 'Systematic Literature Review of Dialectal Arabic: Identification and Detection', *IEEE Access*, 9, 31010–31042.
- Facchin, A., 2022, 'Arabic Grammar Materials', *Teaching and Learning Arabic Grammar*, pp. 150–167, Routledge, New York.
- Fauza, M.R., Baiduri, B., Inganah, S., Sugianto, R. & Darmayanti, R., 2023, 'Urgensi Kebutuhan Komik: Desain Pengembangan Media Matematika Berwawasan Kearifan Lokal di Medan', *Delta-Phi: Jurnal Pendidikan Matematika*, 1(2), 130–146.
- García Ochoa, G. & McDonald, S., 2020, 'Cultural Literacy and the Case for Empathy', *Cultural Literacy and Empathy in Education Practice*, pp. 21–45, Springer International Publishing, Cham.
- Gomaa, L., 2022, *Amplifying Arab American Heritage Language Students' Voices: A Multiple Case Study on Translanguaging Practices and Identity Negotiation in University Arabic Classrooms* – PhD thesis, Portland State University .
- Graha, R.D.R., Saputra, F.B. & Putra, D.W.M., 2024, 'Transformasi Pakaian Tradisional di Universitas Jember: Pengaruh Budaya Luar Terhadap Pakaian Tradisional', *AKADEMIK: Jurnal Mahasiswa Humanis*, 4(2), 310–323.
- Gulchohra Babali Aliyeva, 2023, 'Language as a means of communication and social construction: Regarding the formation of our identity and shared culture', *Futurity Philosophy*, 4–13.
- Gunawan, G., 2020, 'BENTUK DAN FUNGSI KATEGORI FATIS DALAM KOMUNIKASI LISAN BAHASA MELAYU DIALEK SUNGAI ROKAN', *JURNAL PENDIDIKAN ROKANIA*, 5(1), 1.
- Hafidz, M., Alfani, F.R., Mahidin, L., Agustin, Y.D. & Wicaksi, D., 2021, 'FUNGSI ADJEKTIVA KOMPARATIF DALAM BAHASA MADURA DIALEK KANGEAN DAN DAMPAKNYA BAGI MASYARAKAT KANGEAN: KAJIAN PRAGMATIK [The Function of Comparative Adjectives in Kangean Dialect of Madurese Language and its Impact]', *TOTOBUANG*, 9(2), 257–271.
- Hasibuan, L. & Hasibuan, T., 2023, 'Sejarah Pertumbuhan Dan Perkembangan Bahasa Arab', *Jurnal Sathar*, 1(2), 1–12.
- Imanda, D., 2022, 'IMPLEMENTASI GAME EDUKASI BAHASA LAMPUNG DIALEK A DAN DIALEK O BERBASIS ANDROID', *Jurnal Informatika dan Rekayasa Perangkat Lunak*, 3(2), 161–178.
- Irfansyah, I., 2022, 'Problematika Pembelajaran Bahasa Indonesia Berkaitan Dengan Penggunaan Campur Kode Dan Alih Kode Guru Dalam Kegiatan Pembelajaran di Tingkat Madrasah Tsanawiyah', *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 16(6), 1959.

- Islamiyah, D., Herwanto, H., Anggrayni, O.D. & Choiri, M., 2024, 'Pemahaman Dialek dan Variasi Bahasa di Indonesia melalui Kajian Literatur', *Journal of Linguistics and Social Studies*, 1(1), 33–43.
- Isrofiah Laela Khasanah & Heri Kurnia, 2023, 'Melestarikan Budaya Banyumasan Melalui Dialek Bahasa Ngapak', *KULTURISTIK: Jurnal Bahasa dan Budaya*, 7(2), 43–53.
- Kamaruddin, A., Ulinsa, U., Harisah, S. & Bakri, T., 2022, 'Nilai Pendidikan Karakter dalam Ungkapan Bahasa Kaili Dialek Rai', *JENTERA: Jurnal Kajian Sastra*, 11(2), 399.
- Kim, D., 2020, 'Learning Language, Learning Culture: Teaching Language to the Whole Student', *ECNU Review of Education*, 3(3), 519–541.
- Kim, D. & Li, M., 2021, 'Digital storytelling: facilitating learning and identity development', *Journal of Computers in Education*, 8(1), 33–61.
- Kinanti, K.P., 2020, 'Frasa Nomina Atributif dalam Bahasa Jawa Dialek Jawa Timur', *Linguista: Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya*, 4(2), 95.
- Kramsch, C. & Uryu, M., 2020, 'Intercultural Contact, Hybridity, and Third Space', *The Routledge Handbook of Language and Intercultural Communication*, Routledge.
- Mega Primaningtyas & Cahya Edi Setyawan, 2019, 'Urgensi Bahasa Arab dalam Pendidikan Islam di Era Revolusi Industri 4.0', *SALIHA: Jurnal Pendidikan & Agama Islam*, 2(2), 49–66.
- Nasution, N.S. & Lubis, L., 2023, 'Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam', *Jurnal Simki Pedagogia*, 6(1), 181–191.
- peter, B.J., 2003, 'Social meaning in linguistic structure: code- switching in Norway', *The Bilingualism Reader*, pp. 115–139, Routledge.
- Putra, P.A., 2019, 'Implementasi Pendidikan Karakter: Integrasi Lagu Melayu Sambas dalam Pembelajaran pada MIN Kabupaten Sambas', *Sosial Budaya*, 16(2), 83.
- Putri, S.S., Tiodora, L. & Sukmawati, A., 2023, 'Pendidikan Multikultural dalam Usaha Meningkatkan Kesadaran HAM di Sekolah', *AHKAM*, 2(2), 419–430.
- Rahil Helmi, 2023, 'ANALISIS KATEGORI, FUNGSI, DAN PERAN DALAM KALIMAT TUNGGA BAHASA ACEH DIALEK PEUSANGAN', *Jurnal Pendidikan dan Pengajaran (JUPEJA)*, 1(1), 1–7.
- Rahmawati, Y., Taylor, E., Taylor, P.C. & Koul, R., 2021, 'Student empowerment in a constructivist values learning environment for a healthy and sustainable world', *Learning Environments Research*, 24(3), 451–468.
- Sartika, L. & Sujana, R., 2022, 'Potensi Bahasa Melayu Jambi Dialek Seberang Sebagai Muatan Lokal Pembelajaran Di Sekolah Dasar', *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL*, 3(2), 708–715.
- Shazana, M.N., 2023, 'Variasi Dialek Bahasa Arab', *Al-Maraji': Jurnal Pendidikan Bahasa Arab*, 7(1), 1–9.
- Stewart, C.O., 2022, 'STEM Identities: A Communication Theory of Identity Approach', *Journal of Language and Social Psychology*, 41(2), 148–170.
- Susanti, H., 2023, 'Fungsi Partikel dalam Bahasa Jawa Dialek Pacitan', *ALFABETA: Jurnal Bahasa, Sastra, dan Pembelajarannya*, 6(2), 162–167.
- Terzioğlu, Y. & Kurt, M., 2022, 'Elevating English Language Learners' Speaking Fluency and Listening Skill Through a Learning Management System', *SAGE Open*, 12(2), 215824402210999.

- Tsabita, D.W., Zulkarnain, F.O., Adi, I.G.A.R.K.D. & Evaldus, J.D., 2023, 'Efektivitas Model Pembelajaran Kooperatif Tipe STAD terhadap Hasil Belajar Siswa', *Griya Journal of Mathematics Education and Application*, 3(2), 466–474.
- Ulinsa, U., 2020, 'REPRESENTASI MAKNA VERBAL DAN FUNGSI DALAM PEPATAH BAHASA KAILI DIALEK RAI DI SULAWESI TENGAH', *SEMIOTIKA: Jurnal Ilmu Sastra dan Linguistik*, 21(2), 82.
- Zhang, Y. & Mi, H., 2020, 'Enhancing the role of culture-specific constructs in Chinese (-English) dictionaries for international learners', *Lexicographica*, 36(2020), 59–87.
- Zong, F. & Zhen, S.X., 2021, 'link between language and thought', *Macrolinguistics and Microlinguistics*, 2(1), 12–27.