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CULTIVATION OF LOGICAL INDONESIAN LANGUAGE SKILLS FOR STRENGTHENING SCIENTIFIC ACTIVITIES

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A B S T R A CT

Makalah ini ditulis untuk membangun pemahaman tentang pentingnya keterampilan berbahasa Indonesia untuk menghela IPTEK-Bud. Sejak Nopember 2023, bahasa Indonesia ditetapkan sebagai bahasa resmi UNESCO. Secara internasional, pengakuan itu merupakan prestasi besar. Akan tetapi, kondisi ironis terungkap dalam negeri. Banyak pelajar dan mahasiswa yang belum terampil berbahasa Indonesia. Akibatnya mereka kesulitan dalam pemerolehan dan pengembangan ilmu pengetahuan, teknologi, dan kebudayaan. Oleh karena itu, pemupukan keterampilan berbahasa Indonesia ragam ilmiah menjadi sangat urgen dilakukan. Pemupukan itu dapat dilakukan dengan penguatan literasi serta penumbuhkembagan keterampilan berpikir kritis dan logis. Secara nasional, penguatan literasi telah diupayakan melalui Program Gerakan Literasi Sekolah (GLS); sedangkan keterampilan berpikir logis diupayakan melalui Projek Penguatan Profil Pelajar Pancasila (P5). Keterampilan berpikir kritis dan logis merupakan bagian integeral dari upaya pembinaan pemakaian bahasa Indonesia ragam ilmiah karena berpikir sesungguhnya berbahasa secara internal; sebaliknya, berbahasa merupakan berpikir eksternal.

***Kata Kunci**: Bahasa Ragam Ilmiah, Literasi, Logika Berbahasa*

A B S T R A K

This paper is written to build an understanding of the importance of Indonesian language skills to promote science, technology, and culture. Since November 2023, Indonesian has been designated as the official language of UNESCO. Internationally, this recognition is a great achievement. However, an ironic condition has been revealed domestically. Many students and college students are not yet skilled in Indonesian. As a result, they have difficulty in acquiring and developing science, technology, and culture. Therefore, fostering scientific Indonesian language skills is very urgent. This fostering can be done by strengthening literacy and fostering the development of critical and logical thinking skills. Nationally, strengthening literacy has been attempted through the School Literacy Movement Program (GLS); while logical thinking skills are attempted through the Pancasila Student Profile Strengthening Project (P5). Critical and logical thinking skills are an integral part of efforts to foster the use of scientific Indonesian because thinking is actually speaking internally; conversely; speaking is external thinking.

***Keywords:** Scientific Language, Literacy, Language Logic*

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INTRODUCTION

At the 42nd UNESCO session on November 20, 2023, Indonesian was designated as one of the official languages of the UN body. With this designation, Indonesian became the 10th official language used in UNESCO activities. As a UN body, UNESCO's vision and mission are to promote international cooperation in the fields of education, science, and culture. The recognition of Indonesian as an official UNESCO language is both an opportunity and a challenge. It is considered an opportunity because Indonesian will gain greater international recognition, as UNESCO's official documents (among others) will be recorded in Indonesian. Conversely, it is regarded as a challenge because the Indonesian language must be nurtured and developed to meet international needs in education, science, and culture.

The development and cultivation of Indonesian language are two distinct but interconnected linguistic activities. The development of Indonesian refers to efforts to enhance its quality so that it can be used effectively for modern communication in various contexts. In relation to its status as an official UNESCO language, the development of Indonesian is aimed at enabling it to serve functions in education, science, and culture. This requires research, vocabulary development, standardization of technical terms, and language preservation. On the other hand, cultivation activities focus on improving the quality of language use, targeting the speakers or users of Indonesian. Cultivation involves fostering a positive attitude toward the Indonesian language, increasing public knowledge, and enhancing language skills, particularly to support advancements in science, technology, and culture.

The significance of Indonesian language cultivation is strongly supported by several recent studies. Andriany (2019) emphasized that the internalization of Indonesian language learning plays a strategic role in developing students' critical thinking and character formation. Through project-based learning tailored to content, Indonesian was shown to support deeper cognitive engagement. Similarly, Savitri (2023) demonstrated that scientific debates in higher education settings significantly strengthen students' critical thinking, communication, and problem-solving skills, all essential in facing the challenges of Society 5.0. These findings highlight how the use of Indonesian, when cultivated intentionally, becomes a vital tool in preparing learners for global and knowledge-based societies.

Further supporting this perspective, Hoerudin (2022) explored how Indonesian language learning plays a pivotal role in shaping student character across four core language skills: listening, speaking, reading, and writing. His study revealed that each language activity—when implemented through guided, meaningful learning—cultivates essential character values such as honesty, discipline, creativity, cooperation, and responsibility. This reinforces the idea that Indonesian is not merely a tool for communication, but also a cultural and moral vehicle that shapes students into well-rounded individuals. Therefore, language becomes a strategic medium for nurturing national identity and social integrity.

Moreover, language cultivation also supports inclusivity and personal development. A study by Hafidah (2021) focusing on introverted students, developed a flipbook anthology titled *Silent Mirror*, showcasing poetry written by students who preferred written over verbal expression. This research, using the R&D method and Baker and Shutz model, revealed how Indonesian language proficiency could empower introverted learners to express complex ideas creatively, demonstrating the language's potential not only in academic but also in affective and reflective domains.

The cultivation of logical Indonesian language skill is one form of Indonesian language development aimed at strengthening scientific activities, which is one of UNESCO's missions. Every scientific activity requires the use of scientific language variety, which differs from other language varieties. The scientific language variety is characterized by the use of accurate, clear, concise, consistent, and coherent linguistic structures. These scientific language criteria are highly achievable because Indonesian had already established modern linguistic standards

through a well-developed lexicon, grammar, and orthography. This was also one of the reasons UNESCO designated Indonesian as an official language. This new status at UNESCO needs to be followed up with efforts to develop its usage, particularly in scientific activities. This paper is written to contribute to achieving that goal.

METHOD

This study applied the principles of library research as a form of qualitative research. Data were collected from various documents, both printed and electronic, such as research articles, data from the Central Bureau of Statistics, and news media. To meet the criteria of transferability, dependability, and conformability, as emphasized by (Sugiyono, 2012), data source triangulation was conducted through a comparative study across data sources. In accordance with one of the principles of library research, core data were analyzed using the *geisteswissenschaften* approach, which placed greater emphasis on theoretical-philosophical analysis related to the value of empirical evidence under study(Muhadjir, 1998). The examined evidence focused on the gap between the empirical condition of Indonesian scientific language skills among students and the expectation of Indonesian as a vehicle for science, technology, and culture (IPTEK-Bud), aligning with its status as one of the official languages at the United Nations agency, UNESCO. Based on the qualitative description of this gap, an action plan for its mitigation was formulated.

RESULT AND DISCUSSION

The Use of Indonesian in Scientific Discourse

Indonesian in its scientific variety was generally used by the academic community, including students, lecturers, researchers, and others. In the early stages of engaging in scientific activities, these academics were equipped with practical Indonesian language skills. During their first year in higher education, they took a two-credit Indonesian language course aimed at enabling them to use Indonesian to support their future scientific endeavors and to function as a vehicle for science, technology, and culture (*IPTEK-Bud*). However, the cultivation of Indonesian scientific language skills appeared to cease once they passed the course. In fact, the linguistic knowledge and skills they had acquired were often not applied in their academic activities, such as writing a thesis. (Astawan, 2024) reported that errors in word choice in scientific writing (thesis abstracts) reached approximately 49 percent. These errors primarily concerned accuracy, precision, and appropriateness of diction. Other aspects of scientific language, such as grammar and spelling, were overlooked. If a study focused on only one aspect had already revealed such a significant error rate, what would the results be if grammar and spelling were also examined? Indonesian linguists might be astonished by the findings.

In August 2024, the author was assigned as an Indonesian language editor for two dissertation manuscripts. The author encountered two manuscripts with highly contrasting conditions. The first manuscript contained numerous errors in diction, grammar, and spelling. Additionally, many paragraphs lacked cohesion and coherence, as illustrated in the following example.

> "*Mengkaji pustaka-pustaka yang relevan dengan kajian ini memang sangat penting dilakukan. Pengkajian pustaka bermanfaat untuk menunjukkan keaslian dari penelitian ini. Kajian pustaka juga dimaksudkan untuk menjelaskan posisi penelitian yang dilaksanakan terhadap penelitian atau pustaka yang ada. Menurut para pakar kajian pustaka memiliki beberapa fungsi, yaitu (a) menyediakan kerangka konsepsi atau kerangka teori untuk penelitian yang direncanakan, (b) menyediakan informasi tentang penelitian-penelitian yang lampau yang berhubungan dengan penelitian yang dilaksanakan."*

Unlike the first manuscript, the use of Indonesian in the second manuscript was relatively better, although some errors were still found. Most errors in the second manuscript were related to spelling and sentence structure, as illustrated in the following example.

> *"Penelitian ini dianalisis dengan empat landasan teori dasar yang berkorelasi dengan teori lainnya yakni; teori perkembangan moral, teori behaviorisme Thorndike, teori konstruktivisme Vygotsky, dan teori evaluasi pendidikan Tyler. Penelitian ini termasuk jenis penelitian dan pengembangan atau dikenal Research and Development (R&D). Pengertian penelitian dan pengembangan tertuju pada proses, penelitian tidak menghasilkan objek, sedangkan pengembangan menghasilkan objek yang dapat dilihat dan diraba. Model penelitian dan pengembangan adalah metode penelitian yang digunakan untuk menghasilkan produk dan menguji keefektifan produk."*

Scientific activities did not only take place in higher education institutions. Such activities were also conducted at the secondary education level through youth scientific writing competitions. In fact, at the primary education level, scientific activities had already been fostered through simple experiments. More broadly, the teaching and learning process itself was a scientific activity delivered in Indonesian. Therefore, the use of scientific Indonesian was essential in the learning process. However, several news media presented an ironic reality: many junior and senior high school students were still not proficient in reading and writing (kompas.com., 18/8/2023; detik.com., 4/8/2023); expontt.com., 10/8/2024; rri.co.id. 24/8/2024). Given such language proficiency conditions, how could our students possibly drive the advancement of science, technology, and culture (*IPTEK-Bud*)?

Proficiency in scientific Indonesian played a crucial role in driving the advancement of science, technology, and culture (*IPTEK-Bud*). This linguistic proficiency encompassed both receptive-active skills (listening and reading) and productive-active skills (speaking and writing). In terms of reading skills, senior high school students were expected to achieve an effective reading speed of 250 words per minute with a minimum comprehension rate of 70% (Ginajar & Astriani, 2022; Arnawa, et.al., 2023). However, was it possible to achieve this effective reading speed target when many junior and senior high school students still struggled with reading fluency? This was a serious issue in the effort to position Indonesian as a vehicle for science, technology, and culture (*IPTEK-Bud)*, especially now that Indonesian had been recognized as an official language by UNESCO; the agency responsible for international cooperation in education, science, and culture.

Literacy: Efforts to Improve Proficiency in Scientific Indonesian Discourse

The cultivation of logical Indonesian language skills could only be achieved if its users already possessed adequate linguistic proficiency. As discussed in Section 2, many junior and senior high school students still struggled with reading fluency. This issue was closely related to low reading interest. According to (rri.co.id., (23/4/2024), Indonesia's reading interest rate stood at only 0.001%, meaning that out of 1.000 Indonesians, only one was an avid reader. This data aligned with a report from the Ministry of Communication and Information (*Kemenkoinfo*), which stated that Indonesia ranked 60th out of 61 countries in terms of reading interest (thejakartapost.com., 12/3/2016). A similar trend was also reflected in a 2020 survey by the Central Bureau of Statistics (*BPS*), which found that only about 10% of Indonesians were habitual readers (kallainstitute.co.id., 1/2/2024). Furthermore, (Darmawati, 2019) reported that the effective reading speed of senior high school students remained alarmingly low, at only 87 words per minute (*kpm*), far below the expected 250 words per minute (*kpm)*.

The data presented above highlights the importance of efforts to increase reading interest among the Indonesian population. A low interest in and lack of reading skills will undoubtedly have a negative impact on the advancement of science, technology, and culture. Yet, mastery of science, technology, and culture is the best solution for addressing the problems faced in improving quality of life. Furthermore, low reading interest and skills are correlated with poor writing skills. The first step in writing is reading. Through reading, one obtains ideas to write about. Reading also, through its nurturant effect, provides insights into writing techniques. Reading and writing are two essential skills that strongly support the advancement of science, technology, and culture.

As members of the academic community, university students are expected to be proficient in using formal academic Indonesian, both spoken and written. They should be skilled in discussion and debate as a means to sharpen reasoning and argumentation. They must also be capable of inferring meaning from the texts they listen to and/or read. Nuryanto (2018) reported that in the problem identification phase (prior to intervention), the average speaking skill score of students was 4.5 (very poor). Similarly, Marpaung, et.al. (2022) reported that the average pre-cycle speaking skill score of students was 63.55 (below average). Based on these data, it appears that the Indonesian language proficiency of Indonesian students remains relatively low. This issue requires a solution.

The government, through the Ministry of Education and Culture, has issued a policy on character development, as outlined in Ministerial Regulation No. 23/2015. Through this regulation, schools are required to facilitate reading activities—aside from textbooks—for 15 minutes before learning begins. This activity aims to foster students' interest in and skills for reading. The program is more widely known as the literacy movement. The term literacy began to gain popularity in Indonesia after UNESCO formulated the Prague Declaration (2003), which essentially emphasized the importance of everyone's ability to access information (information literacy). According to UNESCO, information literacy is defined as the ability to identify, locate, evaluate, organize, and effectively create, use, and communicate information to address an issue or problem. Mastery of information is viewed as the key to social, cultural, and economic development. At the national level, to realize UNESCO's concept of information literacy, two fundamental skills are required: language skills, particularly reading and the ability to access information through technology. Based on this need, since 2017, the government through the Ministry of Education and Culture has launched the National Literacy Movement (*Gerakan Literasi Nasional* or GLN), which encompasses six dimensions of literacy: reading and writing, numeracy, science, digital, financial, and socio-cultural and civic literacy. One of the National Literacy Movement (GLN) dimensions relevant to be discussed in this forum is reading and writing literacy.

Reading and writing literacy refers to the knowledge and skills required to read, write, search for, navigate, process, and understand information in order to analyze and respond to it in written form as a means of participating in social development. The scope of reading and writing literacy is closely related to an individual's language skills, particularly written language proficiency. Therefore, there is a reciprocal correlation between language skills and literacy activities: the higher a person's language proficiency, the higher their literacy skills. Conversely, the more frequently a person engages in literacy activities, the more their language skills will improve.

As an elaboration of the National Literacy Movement (GLN), the government, through the Ministry of Education and Culture (2016), developed a master design for the School Literacy Movement (Gerakan Literasi Sekolah or GLS). In relation to the advancement of science, technology, and culture (IPTEK-Bud), the implementation of GLS is designed in three stages. Stage 1 (habituation): engaging and enjoyable reading activities. The goal is to foster reading interest, which serves as the foundation for developing literacy skills. Stage 2

(development): reading activities linked to personal experiences, critical thinking skills, and the development of creative communication through written responses to enrichment reading materials. This means that the selected enrichment texts are aligned with the students' experiences. Stage 3 (literacy-based learning): activities that involve understanding texts and connecting them with academic demands. At this stage, literacy activities are directed toward the mastery of science, technology, and culture through reading academic textbooks, engaging in critical discussions, and expressing understanding through written reports and other assignments. In this context, literacy plays a vital role in honing skills in using scientific or academic Indonesian.

Language Logic: Fostering Proficiency in Scientific Indonesian

Based on its usage, the Indonesian language has several varieties, including advertising language, literary language, and academic (scientific) language. The scientific variety is a derivative of the standard variety. This means that scientific language must use standard Indonesian, although not all standard language usage qualifies as scientific. An official letter, for example, uses the standard variety but is not classified as scientific language. Standard Indonesian is characterized by dynamic stability, intellectual precision, and uniformity (Arifin & Tasai, 2008). *Dynamic stability* refers to the correct use of grammatical rules. *Intellectual precision* refers to the accuracy and clarity in conveying ideas, so as to avoid ambiguity or misinterpretation. *Uniformity* refers to consistency in word formation and terminology. Since scientific language is a derivative of the standard variety, scientific Indonesian must meet the criteria of standard language, with the addition of specific scientific characteristics such as clarity, precision, avoidance of sentence fragments, idea-driven structure, formality and objectivity, conciseness, and consistency (Fathica, 2024).

The use of scientific Indonesian is closely related to reasoning activities. Reasoning is a cognitive process of processing knowledge obtained through the senses into propositions that contain truth (Poespoprodjo & Gilarso, 2021). In other words, data and evidence must be logically organized to become meaningful. In this context of logical thinking, proficiency in scientific Indonesian is essential. Accuracy in using scientific Indonesian is crucial because language inherently has limitations and ambiguities. Logical and scientific thoughts must not fall victim to such linguistic constraints. Therefore, (future) scholars need language skills to overcome linguistic ambiguity, which includes referential vagueness, semantic uncertainty, lack of word specificity, and interpretive dysfunction (Sumarsono, 2004). All of these forms of ambiguity can be addressed through language logic. Logic is necessary to control the ambiguity of word meanings by articulating thoughts precisely. In this regard, common sense serves as an effective tool for clarifying linguistic ambiguity.

Reasoning is the process of thinking to obtain logical conclusions based on relevant evidence; and thinking is an act of internal language use. Therefore, when reasoning, a person is essentially using internal language to interpret or make meaning of facts as the basis for drawing conclusions. Consequently, to support scientific activities, (prospective) scientists need to think critically and logically, understand the principles of reasoning—both inductive and deductive—and be able to assess facts as the foundation for logical thinking. All of these thinking activities are expressed through the use of scientific Indonesian. Thus, language logic is an effort to cultivate skills in using the scientific variety of the Indonesian language. Nationally, the cultivation of critical and logical thinking skills is outlined through the *Pancasila Student Profile Strengthening Project (P5)*. Through this project, Indonesian students are expected to be devoted to God Almighty and possess noble character, embrace global diversity, work collaboratively, be creative, think critically, and be independent.

CLOSING

Conclusion

One of the functions of the Indonesian language is to drive the advancement of science, technology, and culture. This function has become even more evident with its designation as one of the official languages of UNESCO, the United Nations agency focused on international cooperation in education, science, and culture. To support this function, proficiency in the scientific variety of the Indonesian language has become highly essential—both in receptive-active skills (listening and reading) and productive-active skills (speaking and writing). The cultivation of scientific Indonesian language skills can be achieved through the integration of logic in language use. Logic in language reflects critical and logical thinking skills, reasoning principles, and accuracy in the assessment of facts or evidence. Logic and language are closely intertwined. When engaging in logical thinking, one is actually using internal language (language within oneself); conversely, when using language, one is essentially engaging in external thinking activities.

In scientific activities, language skills play a vital role. Internally, language skills are needed to structure thoughts and reasoning. Externally, scientific language skills are necessary to advance science, technology, and culture, either by absorbing or disseminating them. Therefore, the scientific variety of the Indonesian language needs to be nurtured. Scientific Indonesian is characterized by formality, scholarly tone, uniformity, clarity, objectivity, conciseness, and consistency. Moreover, scientific language is idea-oriented (emphasizing ideas) and avoids the use of fragmentary sentences.

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