

Language Maintenance Bali Aga Dialect of Tigawasa Village in Education Domain



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ABSTRACT: Language maintenance bali aga dialect of Tigawasa village in education domain is an interesting language phenomena to be studied from a sociolinguistic perspective. The purpose of this study is to provide an overview of the maintenance of the Bali aga dialect in the education domain in Tigawasa Village. This research uses a mixed-method approach. Data collection was carried out using field observation, structured interviews, documentation and questionnaires. The results showed that the language maintenance of the bali aga dialect is very good and high in the education domain. The dominant use of the bali aga dialect makes it easier for students to understand the teaching and learning process. Supporting factors for the language maintenance of the bali aga dialect in the education domain in Tigawasa Village are 1) The background of the speaker who is a native of Tigawasa Village 2) The positive attitude of speakers who always use the bali aga dialect in the education domain 3) The desire and pride to preserve regional culture, especially in the bali aga dialect. The dominance of the use of the bali aga dialect facilitates students' understanding of the teaching and learning process. There are two strategies in the language maintenance of the bali aga dialect 1) the bali aga dialect is used as a communication tool in teaching and learning activities 2) the bali aga dialect is used in community/extracurricular.

KEYWORDS: language maintenance, domain, dialect, bali aga, Tigawasa

I. INTRODUCTION

Balinese has two main dialects, the bali dataran dialect (hereafter BD) and the bali aga dialect (hereafter BA) (Bawa, 1981; Clynes, 1995; Denes, 1985). The bali aga dialect is often referred to as the Bali Mula dialect which is spoken by people in the highland areas of Bali and the Bali Dataran dialect is spoken by people in the lowland areas of Bali. The bali dataran and bali aga dialects can be distinguished in terms of (i) vocabulary variation, (ii) phonology (distribution of vowel sounds [a] and [ə] at the end of words), and (iii) honorific system and vocabulary (Bawa, 1983). Of course, in addition to dialectal differences, there are also differences in customs, culture and religion as well as many other differences. The development of the times has made this language undergo changes in the form of Language maintenance which cannot be separated from the symptoms of language competition (Istianingrum, 2015; Supriyadi, 2021).

One of the factors causing the emergence of language shift according to (Chaer, 2010) is that people have high mobility and tend to use two or more languages in whole or in part. In the process, there will be a dominant language and a marginalized language. This is because in society each speaker has a different social role (Gumperz, 1982) states that in an area there must be language variations caused by multilingual speech communities. The factors that control the phenomenon of language variation are cultural, social, and situational factors (Fasold, 1984b; Hudson, 1996; Kartomihardjo, 1981). Holmes (2021) mentions that speech communities with different languages are one of the threats to the survival of a language in the majority community.

Language maintenance and language shift are interrelated linguistic symptoms. Language can be said to have experienced a shift if people begin not to use or have left the traditional language in this case the balinese language of the bali aga dialect. The result of the language shift is the marginalization of the bali aga dialect and the elevation of other languages or Indonesian. In response to this phenomenon, language maintenance will occur if the language community still maintains its language use (Chaer, 2010). The actions taken by language speakers aim to maintain their language.

Language maintenance is an effort to what extent an individual or group continues to use their language, especially as a group identity. Language maintenance needs to be done so that almost extinct languages are still spoken by the speaking community (Permatasari, 2022). Holmes, (2001) states that the factors that influence language maintenance are school state administration, migration, employment, news media, language attitudes, identity, participants, contacting family in their hometown, domain, non-tribal marriage, and television. This is also in line with Dhanawaty (2017) who states that the urgency of the bali aga dialect by the

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Bali Plain dialect is also a concern of community leaders. Starting from this, it is necessary to preserve the language, especially dialects in an area.

The phenomenon of local language maintenance and shift has been studied by many researchers. Muhadjir, (1989) examined the Mentawai language; (Sumarsono, 1993) studied the Loloan Malay language; (Siregar, 1998) examined the maintenance and language shifts of several ethnic groups in Medan; Wantania about the Tonsea language, (Grimes, 2000) from SIL International, (Wilian, 2010) who studied the maintenance of the Sumbawa-Sasak language in Lombok, and Syahriyani, A.

(2017) who examined the maintenance of Banten dialect Javanese in Guyub Tuter in Sumur Pecung Serang Village. Prasetyo (2023) also researched the maintenance of the bali aga language in the family sphere in Belantih Village, Kintamani, Bali. From the research, it can be seen that speakers in Belantih Village have a positive attitude toward the language maintenance of the bali aga dialect.

Local language maintenance is one of the solutions that can be implemented when the phenomenon of local language erosion occurs. Based on Fasold's definition, it can be said that language maintenance can be done by continuing to use the local language consciously. This language maintenance can also be interpreted as a speaker's decision to continue to use and continue using the language.

This research will specifically examine the dialect of the speakers in bali aga Village, especially in Tigawasa Village. Dialect is a language variation in an area from a group of speakers whose numbers are relative. The bali aga dialect is characterized by the ending phoneme /a/ at the end of speech (Prasetyo, 2023). Tigawasa Village is a village with the majority of the population using the bali aga dialect.

The community in Tigawasa Village also establishes intimacy or interacts directly with other villages with the bali dataran dialect. This is certainly very interesting to study, to know the existence of the bali aga dialect itself. The maintenance of the bali aga dialect is inseparable from the existence of language and is part of cultural wealth. The education domain is one of the most strategic realms for maintaining the bali aga dialect. What strategies are carried out by speakers and the educational environment in the defense of the bali aga dialect is one of the real questions asked about the results of other studies that show the results of dialect shifts amid the onslaught of national and international languages.

II. THEORETICAL BASE

Sociolinguistics

Sociolinguistics examines the relationship between language and society which contains the formal structure of language by linguistics and the structure of society by sociology (Holmes, 1992; Hudson, 1996; Wardaugh & Aitchison, 1987).

Sociolinguistics is concerned with the study of language in society, understanding the structure of language, and the function of language in communication. This study uses the theory of (Fishman, 1972) and (Siregar, 1998) which describes the domain as an abstract socio-cultural description of the topic of communication by the social structure of a speech community layer.

Fishman argues that there are five categories of domains concerning community life, namely the family domain, the friendship domain, the religion domain, the education domain, and the employment domain. The number of domains varies according to the needs and linguistic situation of the community under study so the number of domains can be any. One variation is used under certain conditions, while another variation is used under other conditions. These conditions can be interpreted as domains. Fishman (1972) argues that domains are related to the conditions under which a person is obliged to choose language and certain topics of conversation by the social and cultural norms of the speech community concerned. Based on this description, the domain is a social context or situation that forces speakers to choose the language to be used in communication, taking into account the factors of people (participants), the location of the speech event, and the topic of conversation.

Based on this description, the domain is a social context or situation that forces speakers to choose the language to be used in communication, taking into account the factors of people (participants), the location of speech events, and the topic of conversation. For example, when a mother talks to her child at home, the conversation that arises is a casual conversation. The relationship that exists is also the relationship between parents and children. This is called the family domain. However, when at school if the mother happens to be the child's lecturer, then the language variety used is the standard language variety. The relationship that occurs is also the relationship between lecturers and students. This situation is called the realm of education. Language maintenance can be done through language use through the domains of language use. The concept of domain was introduced by Fishman to refer to the selection or use of language that best suits the environment (Suhardi, 2017). This research will focus on the domain of education in Tigawasa Village.

Language Maintenance

Language maintenance is still related to the problem of language contact that occurs in a bilingual or multilingual society. Language contact can cause language to survive. The term Language maintenance can be divided into two aspects, namely aspects of survival and aspects of language maintenance. Sustainability is related to internal aspects in the form of speakers' awareness of using their language continuously. While Language maintenance is an effort made consciously to create the realm of language use, the more the realm of language use is created, the stronger the possibility of the survival of a language (Holmes, 2012).

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According to (Pateda, 2001), Language maintenance is a conscious effort that is carried out seriously, planned, directed, integrated, comprehensive, and gradual to maintain the language as the identity of the language owner concerned. Heterogeneous societies that have a stable relationship between the realm of language use and language use patterns can cause language maintenance. Language maintenance occurs in speech communities that continue to use the language in the area of language use that is traditionally controlled by the language.

One of the characteristics of language attitudes put forward by Garvin and Mathiot (1968), namely language loyalty which encourages the people of a language to maintain their language, and if necessary prevent the influence of other languages. If in a community group, there are two different language uses, and each group still tries to keep using its language, even though the language group has few speakers, then in this situation, there is language maintenance. Meanwhile, a language can experience language threat, if a group of language speakers shows a negative attitude towards its language. To achieve language retention in a speech community, one of them is by using their mother tongue when interacting socially with others. It indicates that the speech community thinks that the mother tongue is important for them.

Many factors can affect the survival or shift of a language. Some factors according to Sumarsono, namely the number of speakers, the concentration of settlements, whether or not there is a process of transferring the original language to the next generation, language attitudes, language skills, language selection, whether or not there is compulsion (political, social, economic) for speakers to use a particular language. Holmes (1992) mentions three main factors for the success of language language maintenance : The number of people who recognize the language as their mother tongue. It can be seen from the quantity, the large number of speakers of a language that makes a language survive. If mass media such as radio, television, newspapers, and literary books use local languages, it will support the language maintenance of a language. The number or quantity of speakers and media supporting the use of a language is very influential on the language maintenance of a language.

Language maintenance factors according to (Miller, 1972): 1) prestige and loyalty factors, If a speaker is proud of his culture including his language then he will use their local language amid a heterogeneous community. 2) Migration and regional concentration factors. If several language speakers migrate to an area and the number from time to time increases so that it exceeds the population of the native population of that area, this can create a language shift, but the opposite can happen if the regional concentration pattern is centralized, then this can support the language maintenance of the language itself. 3) The radio and television mass media publication factor advertises many products in local languages rather than other languages to make it more familiar. This supports the success of language language maintenance .

III. MATERIALS AND METHODS

This research uses a phenomenological sociolinguistic approach with a mixed method approach that combines quantitative and qualitative approaches. The data generated is descriptive data obtained from the speech of bali aga dialectspeakers in Tigawasa Village. In-depth data containing makda are obtained using this method (Sugiyono, 2013). The location of this research is Tigawasa Village, Banjar District, Buleleng Regency, Bali Province. Data collection techniques in this study were observation, documentation, questionnaires and interviews. The object of this research is bali aga dialectspeakers in the realm of education, especially at SD N 2 Tigawasa. The focus of the research is on the realm of education. Data analysis uses the stages of analysis of the Miles and Huberman model (1992: 16), namely data reduction, data presentation, and conclusion-making/verification.

IV. FINDING AND DISCUSSION

Monography of Tigawasa Village

Tigawasa Village is a village located in Banjar Sub-district, Buleleng Regency, Bali. The village is located approximately 500 to 700 meters above sea level with an area of 1,690 hectares. Tigawasa Village is one of the villages where the majority of the population uses the bali aga dialect. Tigawasa village has 9 banjar dinas which include 1) Banjar Dinas Congkang 2) Banjar Dinas Dangan Pura 3) Banjar Dinas Dauh Pura 4) Banjar Dinas Gunung Anyar 5) Banjar Dinas Konci 6) Banjar Dinas Pangus Sari 7) Banjar Dinas Sanda 8) Banjar Dinas Umasendi 9) Banjar Dinas Wanasari.

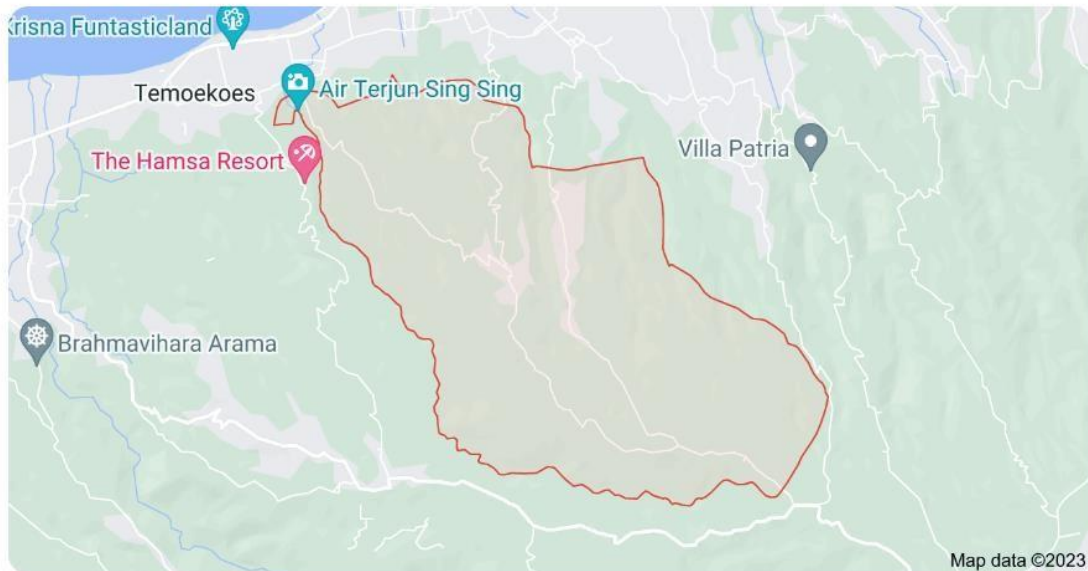


Figure 1. Map of Tigawasa Village

(Source: <https://www.google.com/maps/place/Tigawasa,+Kec.+Banjar,+Kabupaten+Buleleng,+Bali/data=!4m2!3m1!1s0x2dd184eb916cdc15:0x5030bfbc830620?sa=X&ved=2ahUKEwiqyulkuuCAxXz3TgGHbTqCWwQ8gF6BAgKEAA>)

Tigawasa village is unique in the field of tradition and dialect, where the dialect used is the Bali Aga dialect. In this year 2023, the people in this village have experienced cultural and linguistic acculturation. There is bilingual and multilingual usage. With this phenomenon, dialect language maintenance is very interesting to study. In the field of education, Tigawasa village has 3 elementary schools located in the village center, namely SD N 1 Tigawasa, SD N 2 Tigawasa and SD N 3 Tigawasa. This research took a special object at SD N 2 Tigawasa.



Figure 2. SD N 2 Tigawasa
(source: the authors)

The number of respondents in this research is 203 people. Consisting of 8 teacher, 4 staff, 12 PTK and 179 students. Data collection was carried out at SD N 2 Tigawasa. The following is the data obtained based on the gender of the respondents.

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Table 1. Gender of Respondents

o	Gender	Frequency	%
	Male	112	55,1%
	Female	91	44,9%
	Total	203	100%

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This study will discuss the language maintenance of the bali aga dialect in education domain. The education domain plays a significant role in communication. This is because, in the education domain, the situation that occurs is regulated and tends to run according to applicable regulations. The challenge faced by the bali aga dialect in the education domain is the central provision that the language of education in Indonesia is Indonesian. With this phenomenon, the maintenance of the bali aga dialect is very necessary to be reviewed.

The results of the study show that there is a language maintenance of the Bali aga dialect in the realm of education. This occurs in grade 1 elementary school to grade 6 elementary school and occurs in teacher. Factors that influence the maintenance of the bali aga dialect in the education domain are the speakers who come from the same speech group. The use of the bali aga dialect during learning aims to make it easier for students to capture the content of learning materials.

Table 2. Bali Aga Dialect of Tigawasa Village in Education Domain

Code	Location	
	In the Classroom	Outside the Classroom
Bali Aga dialect (B1)	√	√
Bali Dataran Dialect (B2)	X	√
Indonesian Language (B3)	√	X

Table 3. Language Maintenance in the Education Domain

Code	Education Level (Grade)					Teacher
	2	3	4	5	6	
Bali Aga dialect (B1)	√	√	√	√	√	√
Bali Dataran Dialect (B2)	X		X	X	X	√
Indonesian Language (B3)	√	√	√	√	√	√

The use of bali aga dialect occurs in students in grades 1 to 6, teacher also use bali aga dialect. The Bali Plains dialect is only used by teacher when outside the classroom, this is because some teacher come from areas outside Tigawasa Village who do have the mother tongue of the Bali Plains dialect. Indonesian is used in communication in the classroom because it is the official language which is the language of instruction, but the percentage of its use or intensity is lower than the bali aga dialect.

The following is an excerpt from a conversation that took place in an elementary school class. Teacher (P1) and student (P2), the context of the drawing learning situation in the classroom.

- P1 : *Nyen bisa ngae gambar persegi?*
(Who can draw a square?)
- P2 : *Aku Bu Guru*
(I am Ms.)
- P1 : *Mai maju kedepan!*
(Here, come to the front!)
- P2 : *Persegi to ane cara jam Bu?*

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- (square that looks like a clock Ms?)
P1 : *Ehe, ne spidol selem anggen!*
(Yes, this is with a black marker!)



Figure 3. Classroom Learning Process

The data above shows that the Bali Aga dialect is still being maintained. Where teacher or teachers deliberately use the Bali Aga dialect to make communication with students smoother. The communication process between teacher and student is very influential in the choice of language used. Although the official language of instruction is Indonesian, the reality is that they still use the Bali Aga dialect. The conditions presented in learning also foster a positive attitude towards the Bali Aga dialect. Both students and teacher proudly use the Bali Aga dialect.

"Dialek Bali Aga selalu digunakan, hal ini karena mayoritas siswa kami adalah orang Tigawasa. Guru dan siswa berinteraksi dengan dialek Bali Aga, kecuali pada saat membaca buku pelajaran mereka menggunakan bahasa Indonesia, selebihnya pada saat bercakap-cakap mereka akan menggunakan dialek Bali Aga. Dialek Bali Aga sudah dijadikan identitas budaya bagi siswa dan guru disini. (Responden 1)

"The Bali Aga dialect is always used, this is because the majority of our students are Tigawasa people. Teachers and students interact with the Bali Aga dialect, except when reading textbooks they use Indonesian, the rest of the time when conversing they will use the Bali Aga dialect. The Bali Aga dialect has become a cultural identity for students and teachers here. (Respondent 1)

From the above statement, it can be seen that the Bali Aga dialect has been considered a cultural identity. Indirectly, they help preserve the culture in Tigawasa Village. The above condition is a form of language maintenance of the Bali Aga dialect, where the Bali Aga dialect is used as a medium of communication between students and teachers in teaching and learning activities. This is a strategy to maintain the Bali Aga dialect in the realm of education. Thus the Bali Aga dialect will continue to exist and be protected from language shifts.

"Dialek Bali Aga harus tetap dipertahankan sebagai nilai unik Desa Tigawasa. Di sekolah anak-anak ini memakai dialek Bali Aga yang sudah diwariskan secara turun temurun oleh keluarga mereka. Kemudian ketika mereka sudah besar dan merantau ke luar daerah, mereka akan tetap menggunakan dialek Bali Aga dengan sesama penutur dialek Bali Aga. Begitu kuatnya dialek Bali Aga yang tertanam pada masa-masa mereka mengenyam pendidikan di SD ini. Bahkan siswa dari luar desa pun menyesuaikan diri menggunakan dialek Bali Aga pada saat di sekolah." (Responden 2)

"The Bali Aga dialect must be maintained as a unique value of Tigawasa Village. In school, these children use the Bali Aga dialect that has been passed down from generation to generation by their families. Then when they grow up and migrate outside the area, they will still use the Bali Aga dialect with fellow Bali Aga dialect speakers. So strong is the Bali Aga dialect that was embedded during their time in this elementary school. Even students from outside the village adjust to using the Bali Aga dialect when at school." (Respondent 2)

From the above statement, it can be seen that the Bali Aga dialect is a legacy from the family. The natives of Tigawasa village will automatically use the Bali Aga dialect in communication. Based on the results of the research, there are supporting factors and

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inhibiting factors in the language maintenance of the Bali aga dialect in the realm of education. Supporting factors that cause the language maintenance of the Bali aga dialect in the education domain are 1) The background of the speaker who is a native of Tigawasa Village 2) The positive attitude of speakers who always use the Bali aga dialect in the education domain 3) The desire to preserve regional culture, especially in the Bali aga dialect. The inhibiting factors in maintaining are 1) Socialization, the presence of other students who have different regional backgrounds so that native students from Tigawasa village make language adjustments to these students 2) The mandatory language of instruction that applies is Indonesian 3) The use of technology and social media that uses Indonesian.

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Language Maintenance of the Bali aga dialect can be done through the education domain by familiarizing speakers with to use of the Bali aga dialect when communicating at school. Student classified as language agents will be able to pass on the Bali aga dialect to the next generation in the future. In the research conducted at SD N 2 Tigawasa two things are done in the language maintenance of the Bali aga dialect 1) The Bali aga dialect is used as a communication tool in teaching and learning activities 2) The Bali aga dialect is used in the community/extracurricular program.

The teaching and learning process at school is very important in the educational process. In this process, there will be a selection of the language used to achieve good communication. The official language of instruction determined by the central government in learning is Indonesian, this is in line with Law (UU) Number 24 of 2009 concerning Flags, Language, and State Emblems, as well as National Songs. In Article 25 paragraph 3, it is written that Indonesian as the official language of the state as referred to in paragraph (1) functions as the official language of the state, an introduction to education, national level communication, national cultural development, commercial transactions and documentation, as well as a means of developing and utilizing science, technology, art, and the language of the mass media. The conditions that occur in the teaching and learning process at SD N 2 Tigawasa, especially in the lower grades, namely grades 1-3, teacher and students deliberately choose to use the Bali aga dialect as a means of communication. The application of the Bali aga dialect in the learning process can be seen in the following fragment of speech. Teacher (P1) and student (P2) have a conversation about learning materials in class. Context:

- P1 : *"Inget warna sesuaieng, amen warna don, hijau, amen gunung warna apa?"*
'Remember the color is adjusted, if the color of the leaf, green, if the mountain is what color?'
- P2 : *"Dadi warna kuning bu?"*
'Can it be yellow Ms?'
- P1 : *"Adi nganggen warna kuning? Ko kal ngambar apa seh?"*
'Why are you using yellow? What do you want to draw?'
- P2 : *"Ngambar nyuh bu"*
'Picture of coconut Ms'
- P1 : *"Japa ye ada nyuh warna kuning? amen don nyuh warna hijau, amen puun nyuh ne warna coklat anggen"*
'Where is there a yellow coconut? Coconut leaves are green, coconut trees are brown.'
- P2 : *"Kal jangin buah ne bu, buah ne kal warnain kuning"*
'I want to give you the fruit mom, I colored it yellow'
- P1 : *"Oh maksudmu ne nyuh gading"*
'Oh you mean coconut gading'



Figure 4. Classroom Learning Process

In the fragment of the conversational speech above, there is a conversation between the Educator and the students, the speech is a form of maintaining the Bali Aga dialect at the level of words, phrases and sentences. In the first grade of elementary school, they tend to use the Bali Aga dialect as a whole, meaning that code-mixing or code-switching is rarely found. Teacher and students in one lesson tend to still purely use the Bali Aga dialect. The use of the Bali Aga dialect in this learning interaction is one of the Language maintenance strategies, especially the Bali Aga dialect in the education domain in Tigawasa village. It aims to maintain and preserve the Bali Aga dialect so that it is not easily subjected to language shift.

Language maintenance is also carried out in community activities or extracurricular activities. The extracurricular activities at SD N 2 Tigawasa are extra Bali Aga arts and weaving. During extra-curricular activities, the language used is also the Bali Aga dialect. In weaving extracurricular activities, there are lexicons of Bali Aga dialects such as sokasi, mucuin, ngerot, ngerik, malpal, ngulat, mungain.



Figure 5. Extracurricular Activities

Based on the results of interviews with the principal of SD N 2 Tigawasa confirmed that communication in the classroom uses more Bali Aga dialect, this aims to smooth the teaching and learning process.

“Untuk bahasa yang kami gunakan dalam pemberlajaran, memang dominan bahasa lokal disini (dialek Bali Aga). Kalau anak-anak di kelas rendah lebih ngerti jika diterangkan dengan bahasa disini, kalau pakai bahasa Indonesia mereka masih bingung, karena sebagian besar di rumahnya masih menggunakan bahasa lokal (dialek Bali Aga) sebagai bahasa ibu.” Kami

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sebagai guru tentunya menyesuaikan kondisi dengan anak-anak, bahasa Indonesia di kelas 1 dan 2 masih sedikit digunakan. Tetapi ketika siswa sudah mampu membaca mereka akan otomatis belajar bahasa yang lain selain bahasa Tigawasa. ”

"For the language we use in teaching, it is dominantly the local language here (bali aga dialect). The children in the lower grades understand better when explained in this language, if we use Indonesian they are still confused, because most of them still use the local language (bali aga dialect) as their mother tongue at home." We as teachers certainly adjust the conditions with the children, Indonesian in grades 1 and 2 is still little used. But when students are able to read they will automatically learn other languages besides Tigawasa."



Figure 6. Interview with the Principal SD N 2 Tigawasa

From the fragment of speech above, it can be seen that the mother tongue in Tigawasa Village is the bali aga dialect, for learning in the education domain the use of the bali aga dialect still dominates. Questionnaires were only distributed to grades 4 SD - 6 SD because the understanding of students in these classes was already high.

Table 4. Questions in the questionnaire

Question	Code
What language do you use in the learning process in the classroom?	A1
What language do you use when playing with friends outside of class?	A2
Are you proud to use the language?	A3
Do you feel confident using the language?	A4
Are you more comfortable using that language?	A5

Students and teachers are bilingual in the educational environment. They use Indonesian and the bali aga dialect together. In the learning process 175 people use Indonesian and 203 use the bali aga dialect. When they are outside the classroom, 50 students use Indonesian and 203 students use the bali aga dialect.

Table 5. The results of the questionnaire distribution

Code	BI	BB	BA
A1	175		203
A2	50		203

The choice of language used at SD N 2 Tigawasa is Bali dialect Bali aga with a percentage of use of 90%, Indonesian with a percentage of 60%, and the use of Bali dialect Bali plain language 10%. This percentage of use is obtained from direct observation and interviews. The Bali aga dialect is dominantly used because the Bali aga dialect is the mother tongue of the majority of speakers. Indonesian is used based on textbooks only, but when communicating between teacher and students, students and students, as well as teacher and teacher, still use the Bali dialect Bali aga because it is considered more effective. Bali dialect is only used when there are guests from outside the village visiting the school.

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Table 6. The results of the questionnaire distribution

Code	Yes	No
A3	180	23
A4	192	11
A5	200	3

From the questionnaires distributed, the majority of respondents' language choice was the Balinese aga dialect. From the data obtained, it can be concluded that they are proud, confident and feel comfortable using the bali aga dialect. 180 respondent state proud to use the language, 192 respondent state feel confident using the language, and 200 respondent state comfortable using that language. Referring to the question in the previous questionnaire, the results obtained by 100% of the questionnaire fillers stated that they were proud, felt confident and comfortable using the bali aga dialect. This indicates that the bali aga dialect survives and can maintain its existence in the realm of education. The function of maintaining the bali aga dialect is to prevent language shift and extinction of regional languages, especially the bali aga dialect. This Bali aga dialect is deliberately used in daily activities and they proudly invite foreigners (people who come from families outside Tigawasa Village) to use the Bali aga dialect. The interference of the plain Bali dialect and Indonesian language is minimal in the lower grades, but in grade 6, the interference has begun to occur although it does not dominate the Bali aga dialect.

In the realm of education, the language maintenance of the bali aga dialect is still very strong, they consciously preserve the nation's culture through language, especially the bali aga dialect. Teacher also have a high awareness to play a role in preserving the bali aga dialect. This is in line with Widiyanto's opinion (2018) which states that the language conservation process can only be carried out periodically through the community and cannot be done on an incidental basis. With the education domain supporting the language maintenance of the bali aga dialect, it will help preserve part of the cultural and linguistic heritage in the future.

V. CONCLUSION

The choice of language used at SD N 2 Tigawasa is Bali dialect Bali aga with a percentage of 90% usage, Indonesian language with a percentage of 60%, and the use of Bali dialect Bali plain language 10%. Supporting factors for the language maintenance of the bali aga dialect in the education domain in Tigawasa Village are 1) The background of the speakers who are native to Tigawasa Village 2) The positive attitude of speakers who always use the Bali aga dialect in the education domain 3) The desire and pride to preserve regional culture, especially in the Bali aga dialect. The inhibiting factors in maintaining are 1) Socialization, the presence of other students who have different regional backgrounds so that native students from Tigawasa village make language adjustments to these students 2) The mandatory language of instruction that applies is Indonesian 3) The use of technology and social media that uses Indonesian. The function of maintaining the Bali Aga dialect is to prevent language shift and extinction of regional languages, especially the Bali Aga dialect.

From the description above, it can be concluded that in the education domain, especially in SD N 2 Tigawasa, there is a very good and high language maintenance of the bali aga dialect. This is evidenced by the finding that students in grade 1 elementary school to grade 6 elementary school mostly use the bali aga dialect as a means of communication. There are two strategies carried out in the language maintenance of the Bali aga dialect 1) Bali aga dialect is used as a communication tool in teaching and learning activities 2) The bali aga dialect is used in the community/extracurricular.

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