

The Relationship between Mother Tongue Domination and Language Attitudes of DPKU IPB Students Class of 62

Risa Prayudhi^{1*}, Mukhlas Ansori², Renny Soelistiyowati², Dewi Indriani³

¹⁾ Bina Sarana Informatika University, Jakarta, Indonesia

²⁾ IPB University, Bogor, Indonesia

³⁾ LSPR Institute of Communication and Business, Jakarta, Indonesia

*Corresponding email: risa.rpi@bsi.ac.id

Manuscript chronology:

Received December 10, 2025, revised December 18, 2025, decided December 31, 2025

ABSTRACT

This study aims to analyze the relationship between mother tongue dominance and the language attitudes of IPB students in the 62nd batch. The background of this study is the phenomenon of language shift and maintenance in a multicultural university environment, where students face the demands of using regional, national, and global languages. The research method used was quantitative, with a cross-sectional survey. Data collection instruments included a mother tongue dominance questionnaire adapted from the Bilingual Language Profile (BLP) and a language attitude scale based on cognitive, affective, and conative dimensions adapted from Baker (1992). The data were analyzed using SPSS 27, including validity and reliability tests, descriptive statistics, normality tests, and Pearson's correlation test. The results showed a positive and significant relationship between mother tongue dominance and students' language attitudes, with a correlation coefficient of 0.213 and a significance of 0.009 (< 0.05). Although the strength was relatively weak, this finding confirmed that the greater the use of the mother tongue, the more positive students' attitudes toward that language. IPB students of Class 62 showed positive attitudes towards their mother tongue, but remained adaptive to the use of national and international languages in the academic environment. This finding underscores the importance of preserving students' mother tongue to maintain cultural identity and strengthen multilingual awareness. This study also recommends that campuses develop programs grounded in regional culture and language to support linguistic diversity in higher education.

Keywords: *Mother Tongue Dominance, Language Attitude, IPB Students, Bilingualism, Multilingualism.*

1. INTRODUCTION

Mother tongue is the first language acquired by individuals since childhood and serves as the foundation for the formation of cultural identity, communication habits, and affective orientation towards other languages. In Indonesia's multilingual society, mother tongue dominance can shape students' language attitudes toward their mother tongue, the national language, and foreign languages. Language attitudes include cognitive, affective, and conative components that describe how individuals view, feel, and act toward a language.

Previous studies show that students generally have positive attitudes towards their mother tongue. In the study "Language Attitudes and Language Choice of Urban Students at IKIP PGRI Pontianak", 94% of urban students showed positive attitudes towards their mother tongue, the Pontianak dialect of Malay, and other regional languages (Sulastriana, 2017). In the university environment, the dominance of the mother tongue appears strong in informal settings, non-formal social interactions, and emotional situations. The study "The Role of Parents, Friends, and Social Media in the Attitude of Regional Language Preservation among PPKU Students" shows that students' knowledge (cognitive) of regional languages is in line with affective and conative

components, and that parents have a significant influence on attitudes toward regional language preservation (Krishandini, 2022).

However, the dominance of the mother tongue does not always directly lead to strong positive attitudes. Factors such as the context of language use (home, campus, and social environment), academic demands, and national language norms can act as moderators. In the study "Mother Tongue Interference as a Challenge to the Use of Standard Indonesian by Students at Padang State University," the dominance of the mother tongue was found to cause interference, which became a challenge in the use of standard Indonesian, thus triggering critical attitudes toward the role of the mother tongue in an academic context (Deres et al., 2025).

The dominance of the mother tongue is usually understood as the level of use and mastery of the first language across various domains of life, including family, friendship, education, religion, and social interaction, with Fishman's domain framework serving as a reference for mapping these domains. Contemporary studies in Indonesia adopt this approach by considering the emotional context, communicative function, and identity value associated with the mother tongue (Mukhamdanah et al., 2025). Meanwhile, language attitudes encompass cognitive, affective, and conative dimensions that influence language decisions and the tendency to maintain language use. Several empirical findings show that positive attitudes toward the mother tongue do not always correspond to high frequency of use, as students may still use Indonesian or urban slang more often in various communication domains (Nur et al., 2021).

Recent research among students has found a relatively consistent pattern: the dominance of the mother tongue is stronger in private domains such as family and close friends, while Indonesian is more dominant in public and academic domains. This pattern is accompanied by dissonance between positive affective attitudes toward the mother tongue and language-use practices that shift to the national language or to code-mixing/code-switching. In several studies, the dominance of the mother tongue is positively associated with language maintenance attitudes, but this relationship is moderated by the campus environment, academic rules, and the existence of speaker communities (Sugiyanto et al., 2025).

On the other hand, the dominance of the mother tongue can lead to interference with the use of standard Indonesian in formal contexts. However, mastery of the mother tongue is also seen as cognitive capital that can support second-language learning when appropriately facilitated. The loss of mother tongue use is often associated with shifts in local identity that are relevant to language preservation policies in higher education (Sugiyanto et al., 2025).

Several previous studies have shown mixed results regarding the dominance of mother tongue use and students' language attitudes. However, studies that quantitatively examine the relationship between mother tongue dominance and language attitude components (cognitive, affective, and conative) remain limited, especially among IPB students. The study "The Relationship of Mediating Factors in Student Language Attitudes" emphasizes the need to examine the influence of family support, campus environment, and media exposure in the relationship between dominance and language attitudes (Nurlia et al., 2025).

In this context, this study focuses on IPB students in Class 62 who are in the transition phase to the academic environment, with educational experiences influenced by the pandemic and accelerated digitalization. This study aims to: (1) map the level of mother tongue dominance in various domains of use; (2) analyze students' language attitudes towards their mother tongue and national language in cognitive, affective, and conative dimensions; and (3) examine the relationship between mother tongue dominance and students' language attitudes. The findings of this study are expected to contribute to the study of mother tongue preservation, higher education language policy, and the strengthening of positive attitudes towards linguistic diversity.

2. RESEARCH METHOD

This study uses a quantitative, correlational design. The quantitative approach was chosen because it can objectively, measurably, and statistically analyze social phenomena (Creswell & Creswell, 2018). A correlational design was used to determine the extent of the relationship between mother tongue dominance (X) and language attitude (Y) among IPB students of the 62nd batch, without manipulating the variables.

Correlational research is considered appropriate for analyzing natural relationships between sociolinguistic variables because it does not focus on cause and effect, but on the direction and

strength of the relationship between variables. (Hair et al., 2021) . In sociolinguistics, this design is often used to map the relationships among language use, language attitudes, and linguistic identity. This study uses a cross-sectional survey design, collecting data at a single point in time. This method is effective for obtaining a general picture of the student population's mother tongue dominance and language attitudes during the same period. (Sugiyono, 2022) .

The research population consists of all active students of the Class of 62 at Bogor Agricultural University (IPB) for the 2024/2025 academic year, totaling 5,685 students. Due to the large population, sampling was conducted using the Slovin formula, with a 8% margin of error and a 92% confidence level. The calculation yielded a sample size of 149 respondents, which was considered sufficiently representative to reflect the population's characteristics statistically.

The sampling technique used was proportionate stratified random sampling, which randomly selects students from each faculty in proportion to their representation, ensuring that each study program has an equal chance of being represented. (Cohen et al., 2018) .

This study used two variables, namely Mother Tongue Dominance (X) and Language Attitude (Y). The Mother Tongue Dominance variable was measured using instruments adapted from the Bilingual Language Profile (BLP) and the Language Experience and Proficiency Questionnaire (LEAP-Q) to assess the level of use and proficiency of the mother tongue relative to other languages, using eight Likert-scale questions ranging from 1 to 5. Meanwhile, the Language Attitude variable was developed based on an adaptation of the principles of Language Attitudes theory proposed by Baker and the Beliefs About Language Learning Inventory (BALLI) instrument developed by Horwitz. The instrument was then modified to align with the linguistic context of IPB students, enabling it to capture the dynamics of language attitudes in today's multilingual environment. This approach is not only based on classical theory, but also updates it by adapting to the social, academic, and cultural characteristics of today's students. There are eight questions covering three main dimensions, namely cognitive (beliefs about the mother tongue), affective (feelings towards the mother tongue), and conative (tendency to act in using or maintaining the mother tongue). These two variables are measured quantitatively to examine the relationship between mother tongue dominance and students' language attitudes.

Validity and reliability tests were used to ensure that the research instrument accurately measured what it was intended to measure and yielded consistent results. The validity test was conducted to assess the accuracy of each item using Corrected Item-Total Correlation analysis in SPSS version 27; an item was declared valid if the calculated r value was greater than the table r value or if the significance value (p) was < 0.05 . Meanwhile, the reliability test aims to measure the instrument's internal consistency using Cronbach's alpha, and the instrument is considered reliable if the alpha value is greater than 0.70. Thus, these two tests ensure that the research instrument is suitable for accurate and consistent data collection.

The data analysis in this study was conducted using SPSS version 27. The analysis was performed in several stages, namely descriptive statistical analysis, normality test, and correlation test. Descriptive statistical analysis was used to characterize the research data, including the mean, standard deviation, minimum, and maximum for each variable. Next, normality tests were conducted to determine whether the data were normally distributed, using the Kolmogorov-Smirnov or Shapiro-Wilk test at a significance level of 0.05. If the data were normally distributed, the Pearson Product-Moment correlation test was used to assess the relationship between mother tongue dominance and student language attitudes. However, if the data is not normally distributed, the Spearman Rank correlation test is used.

3. RESULTS AND DISCUSSION

Descriptive analysis was performed to obtain an overview of the distribution of scores on both variables, namely Mother Tongue Dominance (X) and Language Attitude (Y). The data were obtained from 149 respondents who were students of the Bogor Agricultural University (IPB) Class of 62, representing various regional backgrounds and speaking different mother tongues.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Dominasi Bahasa albu	149	12	40	28,73	5,515
Sikap Bahasa	149	14	40	29,72	4,273
Valid N (listwise)	149				

Figure 1

The results of the descriptive analysis show that the Mother Tongue Dominance variable has a minimum score of 12, a maximum of 40, with a mean of 28.73 and a standard deviation of 5.515. Meanwhile, the Language Attitude variable ranges from 14 to 40, with a mean of 29.72 and a standard deviation of 4.273.

The relatively high average scores on both variables indicate that the majority of IPB Class of 62 students have a high level of mother tongue dominance and positive language attitudes. This is in line with the findings of Arviyanda *et al.* ((2023)), which shows that university students in Indonesia generally still maintain their mother tongue in informal interactions even though they are in an academic environment that requires the use of Indonesian or foreign languages.

These findings also indicate that new IPB students have the adaptive capacity to cope with the multilingualism developing on campus, while still showing linguistic loyalty to their regional languages. Sociolinguistically, this condition reflects the functional coexistence of mother tongues, national languages, and international languages, in which each language occupies a different but complementary social function. A similar phenomenon was also found in Kudadiri's research(2018), which explains that language policy in Indonesia assigns clear functions to regional languages, Indonesian, and foreign languages in community life. In addition, studies on diglossia in Mentawai society (Gustiana *et al.*, 2025) show that languages are used side by side according to social context: regional languages in cultural and informal settings, while Indonesian is used for formal and educational purposes. On campus, IPB students tend to use Indonesian for academic communication, while their mother tongue is maintained as a symbol of identity and familiarity in social interactions. Based on the results of descriptive analysis, there is a positive trend among IPB students towards preserving their mother tongue while accepting linguistic diversity on campus. This shows that students not only use Indonesian as a means of academic communication but also continue to use regional languages as a form of cultural identity and social closeness. This pattern aligns with the concept of multilingual identity described by Dewaele (2020), namely the ability of bilingual or multilingual individuals to manage more than one language system harmoniously without losing their affiliation with their native language. In the Indonesian context, a similar phenomenon was observed by Nugraha *et al.* (2024), who noted that students at the Faculty of Cultural Sciences, Brawijaya University, continue to actively use Javanese to preserve the local language amid the dominance of national and global languages. Similar findings were reported by Age (2025), who stated that a positive attitude towards regional languages contributes to the formation of linguistic identity and supports academic success. Thus, IPB students of the 62nd batch can be said to represent an adaptive multilingual identity, capable of balancing the use of their mother tongue, national language, and international languages according to their respective domains of use.

Before conducting the correlation analysis, the data were tested for normality using two approaches, namely Kolmogorov–Smirnov (K–S) and Shapiro–Wilk (S–W). The test was conducted at the 0.05 significance level.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
DominasiBahasalbu	,068	149	,089	,986	149	,137
SikapBahasa	,086	149	,009	,981	149	,042

a. Lilliefors Significance Correction

Figure 2

The test results show that for the Mother Tongue Dominance variable, the K-S significance value is 0.089 and the S-W value is 0.137, both of which exceed 0.05. Thus, the X variable data can be declared to be normally distributed. Conversely, for the Language Attitude variable, the K-S significance value was 0.009, and the S-W value was 0.042, both of which were less than 0.05. Therefore, the Y-variable data were not normally distributed.

When data are not normally distributed, researchers should use the Spearman rank correlation test. The selection of this test is in accordance with the recommendation of Ghasemi & Zahediasl.(2012) When one of the variables is not normally distributed, the Spearman test is more appropriate because it does not assume linearity or normality.

The analysis of the relationship between Mother Tongue Dominance (X) and Language Attitude (Y) was conducted using Spearman's rho. Based on the calculation results, a correlation coefficient (ρ) of 0.213 was obtained with a significance value (p) of 0.009 (< 0.05).

Correlations

Spearman's rho	DominasiBahasalbu	DominasiBahasalbu		SikapBahasa
		Correlation Coefficient		
		Sig. (2-tailed)	N	
SikapBahasa	SikapBahasa			1,000
		Correlation Coefficient		
		Sig. (2-tailed)	N	

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 3

These results indicate a positive and significant relationship between mother tongue dominance and the language attitudes of IPB students from the class of 1962. Thus, the higher the level of mother tongue dominance, the more positive students' attitudes toward their mother tongue are.

However, a correlation of 0.213 indicates a weak relationship, based on Cohen's interpretation cited in Hair et al. (2021), where values of 0.10–0.29 are categorized as low relationships. Nevertheless, the significance of the relationship shows that mother tongue dominance remains one of the factors that influence students' attitudes toward language.

CONCLUSION

The results of the study indicate a positive and significant relationship between mother tongue dominance and the language attitudes of IPB students in the 62nd batch, with a correlation coefficient of 0.213 and a significance level of 0.009 (< 0.05). This finding indicates that the higher the level of use and mastery of the mother tongue, the more positive students' attitudes toward that language, even though the relationship is in the weak category. In general, students show positive attitudes toward their mother tongue, along with adaptive abilities in using national and international languages in an academic environment, reflecting a balance between preserving cultural identity and meeting the demands of scientific communication in the global era. Thus, the dominance of the mother tongue still plays a significant role in shaping students' affective, cognitive, and conative

orientations towards language, although its influence is not singular and is potentially influenced by other contextual factors in the social and educational environment.

REFERENCES

Age, M. Y. C. (2025). *The influence of language attitudes on the learning outcomes of Indonesian language courses for students at private universities in the Archdiocese of Ende*. 8 (3), 727–740. [https://doi.org/https://doi.org/10.30872/diglosia.v8i3.1373](https://doi.org/10.30872/diglosia.v8i3.1373)

Arviyanda, R., Fernandito, E., & Landung, P. (2023). Analysis of Language Differences in Inter-Student Communication. *Jurnal Harmoni Nusa Bangsa*, 1 (1), 67. <https://doi.org/10.47256/jhnb.v1i1.338>

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.

Deres, C., Ivana Khalishah, S., Ramadhan, S., Binti Jamaluddin, N., & Sukma, E. (2025). Mother Tongue Interference as a Challenge to the Use of Standard Indonesian by Students at Padang State University. *Jurnal Sadewa: Publication of Education, Learning, and Social Sciences*, 3 (3), 299–307. <https://doi.org/10.61132/sadewa.v3i3.2081>

Dewaele, J.-M. (2020). *Multilingualism and emotions*. Cambridge University Press.

Ghasemi, A., & Zahediasl, S. (2012). Normality tests for statistical analysis: A guide for non-statisticians. *International Journal of Endocrinology and Metabolism*, 10 (2), 486–489. <https://doi.org/10.5812/ijem.3505>

Gustiana, Mardi, M., Lestari, F. N., Yasmanelly, Putri, D. E., & Aziz, E. (2025). *Diglossia in Mentawai Society: A Sociolinguistic Perspective*. 2015, 294–299. <https://doi.org/doi.org/10.30743/bahastra.v9i2.10783>

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (3rd ed.). SAGE. Nugraha

Krishandini. (2022). The Role of Parents, Friends, and Social Media in Attitudes Toward Preserving Regional Languages. *Ranah: Journal of Language Studies*, 11 (1), 180. <https://doi.org/10.26499/rnh.v1i1.4366>

Kudadiri, A., Basaria, I., & Bangun, P. (2018). The Shift in the Pakpak Dairi Language: A Sociolinguistic Study. *Talenta Conference Series: Local Wisdom, Social, and Arts (LWSA)*, 1 (1), 128–137. <https://doi.org/10.32734/lwsa.v1i1.153>

Mukhamdanah, Zaman, S., Khairiah, D., Nurhuda, P., Firdaus, W., & Hardaniwati, M. (2025). Language use and attitudes of young speakers of Skou, Tabla, and Biak in Jayapura. *Indonesian Journal of Applied Linguistics*, 15 (1), 209–223. <https://doi.org/10.17509/ijal.v15i1.75114>

Nugraha , N. H. E., Sevira, Faizzin, M. A., Santikasari, E. B., Salsabila, F. A., Rahmawati, I. A. S., & Anggaini, S. U. P. (2024). *The Intensity of Javanese Language Use in the Daily Lives of FIB UB Students as an Effort to Preserve the Local Language*. 5(1), 30–42.

Nur, T., Lukman, Kaharuddin, & Dafirah. (2021). Language Attitudes of Betawi Teenagers toward their Mother Tongue: A Sociolinguistic Perspective. *TESOL International Journal*, 16(1), 102–118.

Nurlia, V., Indarti, D., & Manara, C. (2025). Language Attitudes and Valorization Among Indonesian Engineering Students. *Journal of Languages and Language Teaching*, 13 (1), 268. <https://doi.org/10.33394/jollt.v13i1.13290>

Sugiyanto, A., Nasution, G. A., Pandiangan, H. L., Naibaho, M., & Siallagan, L. (2025). Indonesia: The Influence of the Mother Tongue on Language. *JIIC: Jurnal Intelek Insan Cendikia*, April, 7322–7327.

Sugiyono. (2022). *Quantitative Research Methods*. Alfabeta.

Sulastriana, E. (2017). Language Attitudes and Language Choice of Urban Students at IKIP PGRI Pontianak. *Journal of Language Education*, 6 (2), 258–270. <https://doi.org/https://doi.org/10.31571/bahasa.v6i2.648>