

The Regional Language Revitalization Programme of the Balai Bahasa Provinsi Bali in Efforts to Maintain the Balinese Language at the Junior High School Level in Denpasar City

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Abstract

This study aims to describe the implementation of the Regional Language Revitalization Program by the Bali Provincial Language Office in maintaining the Balinese language among junior high school students in Denpasar City. This study employed a qualitative approach with data collected through interviews, observations, and document analysis. The results show that the implementation of the RBD program is carried out systematically through master teacher training, knowledge dissemination, and appreciative activities such as the Festival Tunas Bahasa Ibu (FTBI). The implementation contributes to the expansion of Balinese language use in both classroom learning and school activities. The program implementation also reveals several challenges, including limited instructional time, variations in teacher competence, and differences in institutional support across schools. Evaluation findings indicate that program effectiveness is determined by the integration of policies into the school curriculum and the consistency of stakeholder support. The RBD program demonstrates a transformative character, as reflected in changes in students' attitudes and increased participation in using the Balinese language as part of their cultural identity. The sustainability of the program is influenced by the synergy between policy, institutional support, and learning practices that are internalized within school culture. This study confirms that maintaining the Balinese language through the RBD program requires a holistic, integrated, and sustainable approach to develop an adaptive linguistic ecosystem within the educational environment.

Keywords: *Language Maintenance, Regional Language Revitalization, Balai Bahasa of Bali Province, Denpasar City.*



A. INTRODUCTION

Balinese is one of the 718 regional languages in the archipelago that serves as the identity of the Balinese people; thus, it needs to be preserved for its sustainability. This topic is related to the role of the Balinese language as a medium of communication for the community and as a recorder of Balinese culture (Suardiana, 2012). Moreover, the Balinese language has a linguistic system that uses two dialects. In line with this, the Balinese language has the Bali Aga Dialect and the Bali Dataran Dialect in everyday communication, which reflect the cultural values and local wisdom of the Balinese community (Sari, 2016). In relation to these dialects, the existence of the Balinese language needs to be preserved amidst the current dynamics of Balinese society.

The challenge of preserving the Balinese language is becoming increasingly evident in light of globalisation, modernisation, and the dominance of Indonesian and

foreign languages in various aspects of Balinese society. In line with this, the phenomenon of the declining number of Balinese speakers, especially among the younger generation, raises concerns about the sustainability of the Balinese language (Ariana, 2024). Furthermore, the global issue of language preservation places many regional languages at risk of extinction, making language revitalisation and preservation efforts an important agenda for maintaining the cultural identity of a community. This has garnered the attention of language advocates and the government in Bali through various policies aimed at preserving the Balinese language.

The implementation of various policies regarding the preservation of the Balinese language tends to be understood as the responsibility of the local government in Bali. The planning, drafting, and execution of policies related to the preservation of the Balinese language fall under the authority of the Bali Provincial Government as well as the regencies/municipalities. This is actualised through the Regional Regulation or *Peraturan Daerah (Perda)* of Bali Province Number 3 of 1992 concerning the Language, Script, and Literature of Bali. In line with this, the preservation of the Balinese language is also actualised through the Governor's Regulation or *Peraturan Gubernur (Pergub)* of Bali Number 20 of 2013 concerning the Language, Script, and Regional Literature of Bali in Primary and Secondary Education. In addition to these two policies, the local government in Bali also actualises several *Perda* and *Pergub* as a form of preservation of the Balinese language through formal and informal educational realms in an integrated dimension of life (Wisnu et al., 2023).

The preservation of the Balinese language through Regional Regulation Number 3 of 1992 was strengthened by the issuance of Provincial Regulation of Bali Number 1 of 2018 concerning the Language, Script, and Literature of Bali, which emphasises protection alongside the development of the existence of Balinese language, script, and literature. In line with this, Bali Governor Regulation Number 20 of 2013 was reinforced by the issuance of Bali Governor Regulation Number 80 of 2018 concerning the Protection and Use of Balinese Language, Script, and Literature and the Implementation of the Balinese Language Month, which emphasises the use of the Balinese language in public spaces through the use of the Balinese script on institutional nameplates and the annual implementation of the Balinese Language Month. A series of these policies clarify the significant position and role of the local government in Bali in the preservation of the Balinese language (Putra, 2020).

The existence and sustainability of the Balinese language as one of the regional languages in the archipelago also receive attention from the central government through various policies and institutions related to linguistic aspects in Indonesia. This is reflected in the position and role of the Language Development and Fostering Agency (BPPB) as an institution in implementing the language law Number 24 of 2009 as mandated in the 1945 Constitution. The institution oversees the Language Centers or Balai Bahasa (BB) spread across several regions of the Republic of Indonesia, including the Province of Bali, namely, the Bali Province Language Center or Balai Bahasa Provinsi Bali (BBPB). The existence of BBPB institutionally plays a role in the

protection and promotion of Indonesian literature, including regional languages in the Province of Bali. A series of BBPB's roles are reflected through various policies related to the preservation of the Balinese language that synergise with local government policies.

The institutional function of BBPB was initially established in 1947 under the name 'Taal Amtenaar Voor Bali', based in Singaraja, and tasked with conducting research on ancient artefacts and inscriptions in Bali. As its functions expanded, several name changes occurred until it became BBPB through the Decree of the Minister of Education and Culture Number 022/O/1999 on January 28, 1999, and subsequently undertook strategic functions in the development, nurturing, and protection of language and literature. This is also reflected in the existence of the Balinese language through various activities such as research, documentation, preparation of linguistic materials, training of educators, and the implementation of regional language revitalisation programmes. The existence of BBPB is also directed toward strengthening the Balinese language in education.

The policy related to the preservation of the Balinese language by BBPB is realised through various programmes that support institutional missions and synergy with local governments, one of which is to realise the sustainability of regional languages. This is based on the principle that regional languages are a cultural wealth of the nation that supports the national language (Indonesian) and must be preserved (Intishar et al., 2023). In relation to this, several BBPB activities related to the preservation of the Balinese language include providing library services that offer literature in Balinese, conducting training and publishing children's storybooks in Balinese, and creating the PARASALI application (Pamlajahan Aksara, Basa, lan Sastra Bali). These policies clarify BBPB's role in the preservation of the Balinese language.

The policy of preserving the Balinese language is also reflected in BBPB's functions concerning the conservation and revitalisation of regional languages and literature. This is based on the vitality of the Balinese language, which falls into the vulnerable category according to the regional language vitality study results from 2011-2021, and is further actualised in the Regional Language Revitalisation or Revitalisasi Bahasa Daerah (RBD) activities. The RBD activities are efforts to preserve and revive the condition of regional languages that are vulnerable to extinction (Nasrullah et al., 2024). This is based on policies related to the preservation of regional languages as outlined in the Minister of Home Affairs Regulation Number 40 of 2007 concerning Guidelines for Regional Heads in the Preservation and Development of National and Regional Languages (Sudarmadi & Zahra, 2023), both formally and informally.

The RBD Program is a strategic government policy aimed at enhancing the vitality of regional languages through planned, systematic, and sustainable efforts in the 17th Episode of the Merdeka Belajar Program. This program is designed not only to protect regional languages from the threat of extinction but also to revive their functions so that they continue to be actively used in community life. RBD is implemented by involving various stakeholders, such as language institutions, local

governments, educational institutions, educators, and speaker communities, so that it can be carried out collaboratively. In relation to this approach, the implementation of RBD is directed toward strengthening positive attitudes toward regional languages, enhancing competencies, and expanding the domains of regional language use.

The implementation of RBD in the formal realm is actualised in educational policies that are integrated into regional language learning (local content). In this regard, RBD is also integrated into Balinese language learning as one of the mandatory local content subjects in the Bali region. The implementation of RBD activities involves teachers and students as the main actors. In line with this, the programme includes primary teacher training, dissemination to schools, and the organisation of the Festival Tunas Bahasa Ibu (FTBI) as a reflection of the students' learning outcomes (Yulianeta & Sutisna, 2022). FTBI is the pinnacle of appreciation from the RBD programme in an integrated and projected preservation strategy for maintaining the Balinese language in the realm of education, especially in the regencies/cities in Bali that are experiencing a degradation in the use of the Balinese language.

Denpasar City is the centre of government in the Province of Bali. As the centre of government, Denpasar City also serves as a barometer for the development of the economy, tourism, and education in Bali (Runa et al., 2011). Regarding the field of education, the Denpasar City Government, through the Youth and Sports Education Office (Disdikpora), actively develops various strategic programmes to improve the quality of education in Denpasar. The implementation of education in the City of Denpasar integrates local wisdom values that are actualised in the Balinese language subject. In line with this, the City of Denpasar, through the Education, Youth, and Sports Office or Dinas Pendidikan Kepemudaan dan Olahraga (Disdikpora), legitimises policies related to empowering Balinese language teachers at the elementary and junior high school levels as a reflection of their contribution to education (Wisnu et al., 2022).

The policy of the Denpasar City Government reflects the commitment and role of the government in preserving the Balinese language through Balinese language education. This creates a strategic space and opportunity for the implementation of RBD in line with the degradation of the Balinese language in Denpasar City. In line with this, Denpasar City is viewed as a priority area for the implementation of RBD related to the degradation of Balinese speakers affected by globalisation and urbanisation. Moreover, the dynamics of technology have changed societal styles, demanding everything to be done quickly, including language use, especially among teenagers in Denpasar City (Arisussila, 2021). Furthermore, RBD is directed as a contextual approach to the preservation of the Balinese language at the elementary education level, particularly at the junior high school level in the Denpasar City Government area, which is the focus of this study.

The meaning of RBD is a reinforcement of the preservation of the Balinese language in Denpasar City, realised through increased student participation in various Balinese language activities. In this regard, RBD plays a role in increasing the number of teenage Balinese language speakers. In line with that, these efforts

simultaneously reinforce the existence of the Balinese language among the younger generation as active speakers of Balinese. Moreover, the implementation of the RBD programme is packaged thru various creative activities such as Balinese speech contests, writing Balinese script, writing and reading short stories and poems in Balinese, macepat, masatua, and bebanyolan, which can revive the spirit of language and local cultural identity, particularly the preservation of the language thru Balinese language learning in Denpasar.

The constructiveness of this research is orientated toward a policy related to the preservation of the Balinese language through the RBD programme at the junior high school level in Denpasar City. This concerns the integration of policy with the implementation of RBD by BBPB, particularly in strengthening Balinese language learning at the junior high school level in Denpasar City, which has not been thoroughly studied. In this regard, this study is important to reflect on the contribution and synergy between regional and central education policies regarding the implementation of RBD in schools. This research can also identify effective strategies related to the resilience and sustainability of Balinese language speakers through the RBD programme at the junior high school level, as well as the strengthening of Balinese language learning, and can provide an academic foundation as well as practical recommendations for policymakers and educators.

B. LITERATURE REVIEW

The literature review in this study serves as a theoretical foundation that includes key concepts and previous research findings relevant to the preservation of the Balinese language through the RBD programme. Theoretically, this research integrates three main frameworks: the revitalisation theory, the language preservation theory, and the public policy theory, which complement each other in understanding linguistic phenomena holistically.

The theory of revitalisation refers to Wallace's (1956) view, which defines revitalisation as a conscious and organised effort by society to create more adaptive cultural conditions. This view is reinforced by Soedarsono (2010), who sees revitalisation as a process of strengthening cultural values and functions to remain relevant to the times. In the context of linguistics, language revitalisation is understood as a systematic effort to restore the function and vitality of a declining language (Fishman, 1991), as well as to increase the number of speakers and the domains of language use (Hinton, 2011). Thus, regional language revitalisation is an important strategy in maintaining the continuity of a language through education and community involvement (Sumarsono, 2017).

Next, the theory of language maintenance emphasises that the continuity of a language is influenced by the interaction between speakers and their social environment. Fishman (1967) asserts that language maintenance is related to language use habits, socio-cultural factors, and language policies. Meanwhile, Holmes (2013) highlights that language choice in multilingual societies is influenced by social, economic, and political factors, especially in the context of formal education.

Therefore, language maintenance requires a positive attitude, speaker loyalty, and policy support to ensure that the language continues to be actively used in various social domains (Paramarta, 2009).

Public policy theory in this research is used to understand the role of policy in supporting language maintenance. Language policy encompasses practices, ideologies, and language management (Sukma, 2022), while educational policy plays a role in integrating language preservation efforts into the learning system (Ball, 2006; Green, 1997). These two aspects serve as the foundation for analysing the implementation of the RBD programme as a strategic policy in formal education.

In addition to the theoretical foundation, this research is also supported by relevant studies that show that the revitalisation and preservation of regional languages have been carried out through various approaches, such as the development of teaching materials (Rabiah, 2012), sociolinguistic analysis in schools (Marantika & Putra, 2017), and the integration of educational policies and cultural activities such as the Tunas Bahasa Ibu Festival (Wisnu et al., 2024). However, most previous research has not specifically examined RBD as a structured institutional policy in the preservation of the Balinese language at the junior high school level in the city of Denpasar.

Conceptually, the line of thought in this research places the synergy between the central government, local governments, and language institutions as the main factors in the implementation of RBD. The implementation of the programme is analysed through aspects of implementation, constraints, evaluation, and sustainability projections to produce effective and sustainable strategies for the preservation of the Balinese language.

C. METHOD

This research uses a qualitative approach with a phenomenological orientation in the realm of sociolinguistics, specifically related to the preservation of the Balinese language through the Regional Language Revitalisation Program (RBD). The phenomenological approach is used to understand the meaning of experiences and the informants' perceptions of a social event (Moleong, 2022). The type of research is a combination of field research and library research to obtain comprehensive data through primary and secondary data (Ahmad & Laha, 2020: 65). The research was conducted in the city of Denpasar, which was chosen geoculturally as the centre of educational and cultural activities in Bali (Endraswara, 2006).

The data sources in this study include primary data obtained from key informants, namely the head of BBPB, as well as supporting informants such as teachers and students, and secondary data sourced from official documents and previous research (Sugiyono, 2022). Data collection techniques were carried out through participant observation, in-depth interviews, and document studies (Sudikan, 2001). Participant observation was used to directly observe language maintenance practices; in-depth interviews were conducted openly and repeatedly to

obtain valid data (Sudikan, 2001), while document studies were used to complement the data through relevant archives and documents (Moleong, 2002).

The validity of the data is ensured through triangulation techniques, member checks, and the direct involvement of researchers in the field. Data analysis is conducted through stages of processing, categorisation, and interpretation of data (Moleong, 2022) combined with techniques of open coding, axial coding, and selective coding (Sudikan, 2001). This approach allows for a systematic and in-depth analysis in uncovering the implementation, obstruction, and evaluation of the RBD programme in the preservation of the Balinese language at the junior high school level. The results of this interpretation are expected to provide academic contributions as well as practical recommendations for the development of the RBD programme. Meanwhile, the execution of this interpretation involves critical reflection on the preservation of the Balinese language in formal educational settings.

D. RESULT AND DISCUSSION

The results section of this research presents empirical findings obtained through a qualitative approach using participant observation techniques, in-depth interviews, and document studies. The presentation of the results is arranged descriptively and systematically to illustrate the objective conditions in the field without in-depth theoretical interpretation. In line with the problem formulation, the research results are classified into four main focuses, namely, the implementation of the Regional Language Revitalisation Programme (RBD) by the Bali Provincial Language Centre (BBPB), obstructions to programme implementation, programme evaluation from the perspective of preserving the Balinese language, and projections for programme sustainability. This presentation is based on the principle of data triangulation so that each finding reflects a synthesis of various sources and data collection techniques comprehensively.

Next, the discussion section aims to interpret the research findings by linking them to the theoretical framework and relevant previous research results. The discussion is structured in parallel with the research results to maintain coherence and strengthen the scientific argumentation. The analysis is conducted critically by referring to language revitalisation theory, language maintenance, and public policy perspectives, thereby revealing the meanings, implications, and contributions of the research to the development of language maintenance studies. Thus, this section not only explains the findings but also places them in a broader context related to the dynamics of Balinese language use in formal educational settings.

The presentation of research results is a reflection of empirical findings obtained through the implementation of qualitative research methods that integrate participant observation, in-depth interviews, and document studies. These results present a comprehensive picture of the implementation of the RBD programme by the Balai Bahasa Provinsi Bali (BBPB) in an effort to preserve the Balinese language at the junior high school level in the city of Denpasar. In line with the research objectives, the results of this study are described to address four main focuses, namely (1) the

implementation of the RBD programme by BBPB, which includes the stages of planning, execution, and programme celebration; (2) the obstacles to the implementation of RBD, which encompass operational and linguistic constraints; (3) the evaluation of the RBD implementation, which includes process and impact evaluation; and (4) the projection of the sustainability of RBD, which includes institutional, pedagogical, and cultural dimensions.

The description of the research results is systematically organised based on the established analytical framework. Each finding is described in a descriptive-analytical manner, referring to field data obtained through in-depth interviews, participant observation, and document studies. Thus, this presentation of results displays comprehensive empirical facts regarding the dynamics of RBD implementation in the preservation of the Balinese language without accompanying in-depth theoretical interpretation in this section.

The research results related to the implementation of RBD by BBPB show that all data were obtained through the triangulation of three data collection techniques. Participant observation yielded data on the direct involvement of teachers and students in the implementation of the programme. In-depth interviews provide information related to the perceptions, experiences, and views of the informants, all from teachers, students, and programme organisers. Meanwhile, the document study complements the data through archives, guidelines, activity reports, and policies relevant to the implementation of RBD, thereby reinforcing the validity of the research findings.

The research findings indicate that the implementation of the RBD programme is driven by the condition of the vitality of the Balinese language, which tends to be in a vulnerable position. This condition is marked by a decrease in the number of speakers and a narrowing of the domains of language use, as emphasised by Nasrullah (2024: 4). In addition, this condition is also influenced by the dominance of national and global languages, population mobility, and changes in the language attitudes of the speaker community.

The depiction of these conditions is reinforced through the study of regional language vitality by BBPB, which measures linguistic indicators such as the number of speakers, intergenerational transmission, domains of language use, language attitudes, and institutional support. The study results indicate that the Balinese language faces significant pressure, particularly due to the weakening of language transmission within families, limited use in formal domains, and the tendency of the younger generation to predominantly use Indonesian in daily interactions, as reflected in the following table:

Table 1. Quote from the Study on the Vitality of the Balinese Language

Quality of Life Index		Language	Province
Vulnerable A language with a vitality index in the	1	Aceh Language	Aceh
	2	Bali language, Dataran Bali dialect	Bali

range of 0.61--0.80 based on ten factors of language vitality.	3	Javanese language, Yogyakarta-Solo dialect	D.I.Yogyakarta, Jawa Tengah
	4	Sunda Language	Jawa Barat
	5	Aframa Language	Papua
	6	Bugis Language at NTB	Nusa Tenggara Barat
	7	Dondo Language, Dampelas dialect	Sulawesi Tengah
	8	Gayo Language	Aceh
	9	Klesi Language	Papua
	10	Kerinci Language	Sumatra
	11	Kuri (Nabi) Language	Papua
	12	Luhu Language	Maluku
	13	Mandar Language	Sulawesi
	14	Meoswar (Roswar) Language	Papua
	15	Minahasa Language	Sulawesi Utara
	16	Melayu Language, Betawi dialect	D.K.I. Jakarta
	17	Oirata Language	Maluku
	18	Ormu Language	Papua
	19	Pamona Language	Sulawesi Tengah
	20	Rongga Language	Nusa Tenggara Timur
	21	Senggi (Find) Language	Papua
	22	Somu (Toro) Language	Papua
	23	Wolio Language	Sulawesi Tenggara
	24	Lampung Language	Lampung
	25	Modole Language	Maluku Utara
	26	Marori Language	Papua
	27	Seget Language	Papua Barat

In the context of implementation, the RBD programme is carried out through systematic and integrated stages, starting from planning, coordination, module preparation and evaluation, and training of master teachers, to dissemination and celebration through the FTBI, as reflected in the following stage flow:

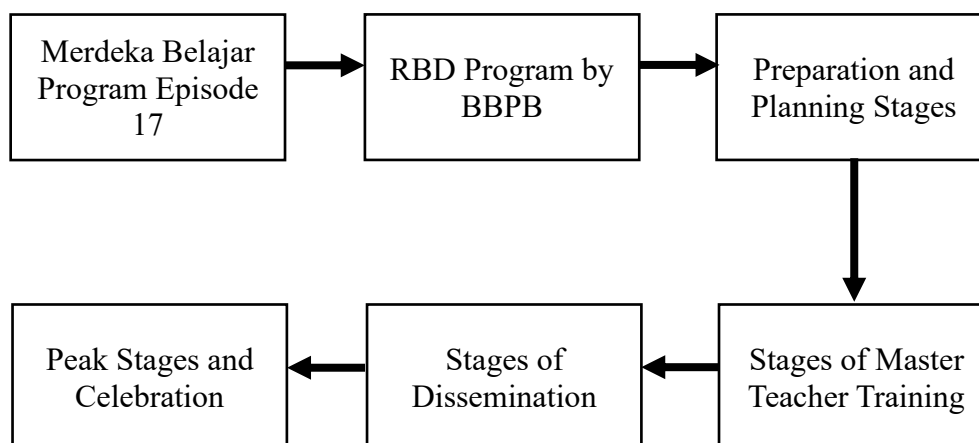


Figure 1. Flow of RBD Program Implementation

Each of these stages demonstrates a strong interconnection in building the foundation for programme implementation in educational units. Coordinated meetings and structured discussions serve to align vision and commitment, while module evaluations ensure the relevance and contextuality of teaching materials in Balinese language learning. Main teacher training becomes a strategic stage in strengthening teachers' competencies regarding the RBD material, which is subsequently implemented in classroom learning. This process demonstrates the continuity between the enhancement of teachers' capacities and the practice of teaching in schools. Furthermore, the dissemination activities serve as a medium for distributing knowledge to other teachers, thereby expanding the reach of the programme's implementation.

The peak stages of RBD implementation are reflected through FTBI activities as a space for public appreciation of student achievements. These activities demonstrate the continuity between teacher training, classroom application, and student achievements in an appreciative public space. This is demonstrated through activities such as the Bali masatua competition and the awarding of regional ambassadors at the peak of the FTBI celebration.

In addition to implementation, the research findings also revealed various obstructions in the execution of the RBD programme, including operational and linguistic constraints. Operationally, the challenges faced include the limited allocation of time for Balinese language learning in schools, the varying competencies of teachers in implementing the RBD material, and the uneven institutional support among educational units. This condition affects the suboptimal integration of the programme in the learning process. On the other hand, linguistic constraints are related to the low intensity of Balinese language use outside the context of formal learning due to the dominance of Indonesian and foreign languages in students' daily lives. This phenomenon is in line with the decline in the vitality of regional languages influenced by the pressure of dominant languages that are more functional in modern society, as emphasised by Nasrullah (2024: 4).

Regarding the evaluation, the research results indicate that the implementation of the RBD programme has a positive impact on increasing student participation in

Balinese language activities, particularly through appreciative activities such as the Festival Tunas Bahasa Ibu (FTBI). Additionally, there are indications of a more positive attitude among students toward the Balinese language as part of their cultural identity. However, the effectiveness of the programme is still greatly influenced by the level of integration between policies, curriculum, and learning practices in each school. Schools that are able to contextualise the programme within learning activities show more optimal results compared to schools that implement the programme administratively. This indicates that the success of the RBD programme is contextual and not yet uniform.

Furthermore, the sustainability projection of the RBD programme by BBPB indicates that the preservation of the Balinese language requires systemic and sustainable strengthening. The sustainability of the programme is not only determined by the periodic implementation of activities but also by the internalisation of linguistic values in the school culture and the daily communication practices of the students. Therefore, synergy between government policies, linguistic institutions, and educational institutions is needed to create a conducive linguistic ecosystem. In addition, strengthening the role of teachers, developing contextual teaching materials, and expanding the use of the Balinese language outside the school environment are important aspects in supporting the sustainability of the programme. Thus, the RBD programme has the potential to be a sustainable language preservation strategy, but it requires collective support and cross-sector integration to have a long-term impact on the continuity of the Balinese language amidst the dynamics of modern society.

This discussion critically interprets empirical findings within the theoretical framework of language revitalisation and maintenance, thus shifting the focus from implementation description to the significance of the findings in the context of language and education policy. This approach aligns with the tradition of qualitative research that uses data as the basis for scientific argumentation, while also emphasising the contribution of the research to the study of regional language preservation in Indonesia, particularly the role of RBD as an instrument for preserving the Balinese language at the junior high school level. In the multilingual socio-cultural context of Denpasar City, the preservation of the Balinese language faces dynamics such as language shift, the attitudes of the younger generation, and the dominance of Indonesian and foreign languages, necessitating that revitalisation policies interact synergistically with social structures, educational institutions, and community language practices.

The RBD programme by BBPB is a comprehensive strategy that not only enhances the use of the Balinese language in formal education but also builds collective awareness as a cultural identity. This strategy encompasses four main dimensions: policy, institutional, pedagogical, and multicultural, which indicate that language preservation requires a holistic approach within the education system.

In the policy dimension, RBD functions as a regulatory and operational instrument in directing language practices in schools, in line with the view that language maintenance depends on a stable social domain (Fishman, 1991: 6–8) as well

as the integration of language policies, practices, and ideologies (Spolsky, 2004: 66). This policy manifests in three aspects: language practices that encourage the communicative use of the Balinese language (Irmawati, 2021: 64); language ideologies that foster a positive attitude toward language as identity (Mubaligh, 2010: 116); and language management through planning, implementation, and programme evaluation (Sukma, 2022: 332). Overall, the RBD policy functions as a protective mechanism against language shift in urban areas and is integrated into the education curriculum (Nurjanah et al., 2025: 589).

In the institutional dimension, schools become a strategic domain in language preservation as spaces for actual language use (Fishman, 1991: 6–8). BBPB acts as the programme coordinator that ensures the standardisation of implementation through training, dissemination, and evaluation. Strengthening teachers' capacity is the key to success, especially through training and collaboration among teachers (Susanto, 2016: 29). However, the challenge of unequal distribution of training highlights the need for coordination and equitable access. Overall, institutional strategies emphasise the importance of inter-agency synergy and structured systemic support.

In the pedagogical dimension, learning becomes the main space for actualising language maintenance through communicative and contextual approaches (Adnyani, 2020: 72). At the elementary school level, learning emphasises the affective aspect and language habituation (Putrayasa & Dewantara, 2022: 215), while at the junior high school level, it is developed more complexly through the integration of cognitive, affective, and psychomotor aspects as well as project-based approaches (Martha, 2018: 100). The challenges that arise include the heterogeneity of students' abilities, language attitudes, and the complexity of the politeness system, necessitating differentiation strategies and creative approaches (Putra et al., 2019: 301). Thus, pedagogical strategies become the main determinant of the success of language revitalisation.

In the multicultural dimension, RBD places the Balinese language within the context of a diverse society with an inclusive and adaptive approach (Wisnu, 2025: 199). The diversity of students' backgrounds and the dominance of the Indonesian language influence linguistic practices, necessitating the expansion of language use domains (Spolsky, 2004: 66) and the strengthening of positive language attitudes. Ecological approaches and culture-based activities serve as means to create an environment that supports natural language use. Inclusivity is also an important principle so that all students can participate without discrimination. Overall, these four strategies demonstrate an integrated approach to the preservation of the Balinese language. Policy strategies provide direction, institutional strategies ensure sustainability, pedagogical strategies actualise learning, and multicultural strategies ensure relevance in a diverse society. The integration of all four forms a comprehensive system that supports the sustainability of the Balinese language among the younger generation.

The issues in implementing the RBD programme in preserving the Balinese language show that the obstacles are not only technical but also structural and

linguistic. The mismatch between program design, institutional readiness, and the linguistic dynamics of the learners affects the effectiveness of the implementation. This emphasises that the success of the programme is determined by the system's ability to accommodate social and linguistic complexities. The issues are classified into two main dimensions, namely structural issues and linguistic issues, which reflect the lack of synchronisation between policies, institutional capacity, and learning practices. Thus, the analysis of the issues not only describes the obstacles but also serves as a basis for evaluating and strengthening policy, institutional, pedagogical, and multicultural strategies.

On the structural dimension, the main issue lies in the misalignment between the curriculum policy and the contextual needs of Balinese language learning. The limited allocation of time results in a low intensity of language practice, making the learning process tend to be conceptual in nature. This condition indicates the need for adaptive policies to meet learning needs, as reflected in the Merdeka Curriculum approach (Multazam & Sumarsono, 2006). Time constraints also impact the quality of pedagogical interactions, necessitating adaptive strategies such as practice-based learning and differentiation to optimise the learning experience.

Structural problems are also evident from teachers' tendency to simplify material as a form of adaptation to students' abilities and time constraints. Although it helps maintain the continuity of learning, this condition has the potential to reduce the depth of the material's substance. Furthermore, the disparity in the distribution of training for master teachers indicates weaknesses in institutional management that affect the differences in teachers' competencies. This underscores the importance of equitable teacher capacity building as a key factor in the successful implementation of the programme. More broadly, the lack of synchronisation between policies, institutions, and learning practices indicates that structural problems are systemic in nature; thus, the success of the programme is greatly influenced by the consistency of implementation at the operational level (Sanusi et al., 2024: 22). Therefore, a more flexible policy integration, institutional strengthening, and integrated pedagogical innovation are needed.

In the linguistic dimension, problems arise due to the diversity of students' linguistic backgrounds, which leads to variations in language proficiency. This condition reflects the narrowing domain of Balinese language use among the younger generation due to the dominance of other languages (Negara et al., 2025: 15). Variation in abilities within a single class demands the implementation of differentiated instruction to accommodate the individual needs of students. Furthermore, the students' not entirely positive language attitudes also affect the frequency of language use, where low self-confidence becomes the main obstacle. A positive language attitude has been proven to contribute to the success of learning and communication (Negara et al., 2025: 24).

The complexity of the Balinese language's *anggah-ungguhing* system also poses a significant pedagogical challenge as it requires simultaneous linguistic and cultural understanding. Simplification of materials is often done as an adaptation

strategy, but it has the potential to reduce deep understanding of the language system. Moreover, the limited domain of Balinese language use outside the classroom indicates that formal education has not sufficiently supported language maintenance. Therefore, it is necessary to expand the use of the language through a culturally and locally based approach so that Balinese can be used more naturally in daily life.

Overall, the issues surrounding the implementation of RBD are multidimensional, encompassing interrelated structural and linguistic aspects. Time constraints, disparities in institutional capacity, and the dynamics of students' language competence and attitudes indicate a gap between planning and practice. This condition emphasises that language maintenance does not only depend on policy design but also on the readiness of the education system to respond to field realities.

The problematics simultaneously provide a reflective direction in strengthening the strategies that have been formulated. The integration of policy, institutional, pedagogical, and multicultural strategies is key to creating an adaptive, inclusive, and sustainable learning system. Thus, problems are not only understood as obstacles but also as strategic foundations in supporting the sustainable preservation of the Balinese language.

Evaluation in the implementation of the RBD programme not only serves as an assessment of achievements but also as a reflective mechanism to understand the alignment between planning and the execution of Balinese language learning. Evaluation becomes an analytical tool that comprehensively reads the dynamics of implementation and supports continuous programme improvement. In the perspective of language preservation, evaluation encompasses three main aspects: as a reflective mechanism, strategy reinforcement, and language preservation. These three aspects demonstrate that evaluation is an integral part of the programme management cycle, linking planning, implementation, and policy development, while also directly contributing to the sustainability of Balinese language preservation in the educational environment.

As a reflective mechanism, evaluation shows that the implementation of RBD is dynamic and evolves through continuous feedback. Evaluation allows for the review of materials, methods, and learning practices and serves as a means to improve the quality of the learning process (Wiyogo et al., 2025). Teachers act as reflective agents who provide feedback based on field experience, so evaluation has strategic value in aligning learning with students' needs. This reflective process also strengthens collaboration among stakeholders through discussions and coordination so that evaluation not only functions as control but also as a collective space for programme development.

Reflective evaluation is capable of identifying various issues such as time constraints, heterogeneity in student abilities, and the complexity of the material, which then serve as the basis for improving learning strategies (Syifa et al., 2026). Evaluation emphasises that the success of the programme is not only measured by the results but also by the quality of the learning process and the professional development of teachers. Adjustments to materials and methods are made to ensure

that learning remains relevant and engaging for students, thereby supporting the sustainability of language use (Nadiya & Hidayati, 2025: 376). Thus, reflective evaluation plays a role in maintaining the balance between adaptation and programme consistency.

In strengthening strategies, evaluation serves as an analytical instrument to assess the effectiveness of policy, institutional, pedagogical, and multicultural strategies. Policy evaluation indicates the need for curriculum flexibility in addressing the limitations of learning time. In the institutional aspect, the evaluation highlights the importance of equitable teacher training to improve the quality of implementation. Meanwhile, pedagogical evaluation encourages the implementation of a more adaptive differentiated approach to student heterogeneity. Multicultural evaluation also plays a role in fostering a positive attitude toward the Balinese language through a culture-based approach.

Sustainable evaluation allows for the integration of strategies, creating harmony between programme planning and implementation. Furthermore, evaluation also opens up space for innovation based on field findings that are more contextual and relevant (Reditya, 2026). Thus, evaluation becomes the main driver in the development of adaptive and sustainable programmes and ensures the quality of implementation in various educational units. From the perspective of language maintenance, evaluation plays a strategic role in ensuring the continuity of the use of the Balinese language, particularly through the expansion of usage domains. Evaluation identifies the intensity of language use in learning and daily interactions, which aligns with the theory that language maintenance depends on the presence of active domains of use (Fishman, 1991). Additionally, the evaluation also highlights the importance of students' language attitudes, where confidence and a positive attitude are the main factors in the sustainability of language use.

The evaluation shows that language maintenance requires the involvement of various actors in the educational ecosystem, including teachers, schools, and the students' social environment. Classroom learning needs to be supported by language use practices outside the classroom for preservation to be effective. Evaluation also serves to bridge the gap between policy and learning practices, as well as to identify various structural and linguistic challenges that affect programme implementation.

Overall, evaluation in the implementation of RBD has a multidimensional function as a reflective mechanism, strategy reinforcement, and language preservation. Evaluation is not only an assessment tool but also a development instrument that allows for policy adjustments, improvement in learning quality, and strengthening the position of the Balinese language within the education system. Thus, evaluation becomes the main foundation in supporting the sustainable preservation of the Balinese language, especially in the context of education in the city of Denpasar.

The projection of the sustainability of the RBD programme in the preservation of the Balinese language shows that the continuity of the programme is not only determined by formal policies but also by the internalisation of practices within the

education system and school culture. Sustainability becomes an important indicator marking the shift from the implementation stage to institutionalisation, where the success of the programme is measured by its ability to form repeated practices rooted in school life. In this case, sustainability is closely related to the habitual use of the Balinese language consistently within the educational environment.

The projection of RBD sustainability can be understood through two main dimensions, namely institutional sustainability and pedagogical and cultural sustainability. These two dimensions indicate that sustainability does not only depend on policies but also on learning practices and language use in the social life of schools. Thus, the sustainability of RBD is an integrative process that connects policy, practice, and culture within a single educational system.

In the institutional dimension, the sustainability of the programme is supported by the strength of policy structures and institutional coordination. The integration of the programme within the regional education system and schools provides strong legitimacy for the sustainable implementation of RBD. Coordination between BBPB, the education office, and schools forms an institutional network that ensures programme continuity through monitoring, adjustment, and information distribution mechanisms. This shows that RBD does not operate separately but rather as part of an interconnected system.

Institutional sustainability is also reflected in the school's commitment to integrating RBD practices into the institution's culture. The school is not only an implementer but also an active actor in developing the practice of Balinese language revitalisation through internal policies and both academic and non-academic activities. In addition, the flexibility of the programme in adapting to the local context becomes an important factor that enables long-term sustainability. The transformation of the programme into a part of the school's identity based on local culture shows that sustainability is not only administrative but also ideological. More broadly, institutional sustainability demonstrates the strengthening of the education system in supporting the preservation of regional languages.

In the pedagogical dimension, sustainability is evident from the adoption of more communicative and participatory learning practices, such as performative approaches, contextual dialogue, and creative literacy. This change indicates a paradigm shift from conventional learning to student-centred learning. Teachers have internalised the principles of RBD, making learning more interactive and contextual. This reflects the increased professionalism of teachers in managing Balinese language learning. Meanwhile, cultural sustainability is reflected in the increased use of the Balinese language in various school activities, both formal and informal. The expansion of this usage domain strengthens the communicative function of the language in the students' daily lives. Moreover, the students' more positive language attitudes and increased confidence in using the Balinese language indicate the internalisation of cultural values. A positive language attitude contributes to the increased frequency of language use in social interactions, while simultaneously strengthening the students' cultural identity.

Celebratory activities like FTBI also play a role in maintaining cultural sustainability by providing a space for expression and appreciation of Balinese language skills. This experience boosts students' motivation and confidence, as well as expands their learning experiences beyond the formal context. This shows that cultural sustainability is not only built through classroom learning but also through meaningful social practices. Overall, pedagogical and cultural sustainability indicates that the preservation of the Balinese language requires the integration of learning and social practices within the school ecosystem. A conducive environment allows the language to be used naturally and sustainably, thereby strengthening language habituation.

Thus, the sustainability projection of the RBD programme emphasises that the preservation of the Balinese language requires synergy between institutional, pedagogical, and cultural aspects. The success of the programme does not only depend on policies but also on the ability of all educational components to internalise and consistently implement linguistic practices. This integration is key to maintaining the sustainability of the Balinese language in the educational environment.

E. CONCLUSION

The research results show that the implementation of the RBD Program by BBPB in preserving the Balinese language at the junior high school level in Denpasar City is carried out systematically through main teacher training, dissemination, and appreciative activities such as FTBI, which contribute to the expansion of the domain of Balinese language use in both curricular and extracurricular activities. Thus, the programme not only functions as an administrative policy but also as an implementative strategy in promoting active language use in the educational environment. Nevertheless, its implementation still faces various obstacles, such as limited learning time, varying teacher competencies, and differing institutional support among schools, which indicate the uneven implementation of the programme and the importance of policy integration into the curriculum and consistent stakeholder support.

Substantively, RBD has a transformative character reflected in the change in the perspectives of teachers and students toward the Balinese language as a medium of creative expression and cultural identity, as evidenced by increased participation and more positive language attitudes as well as the use of the Balinese language in interactive learning. The sustainability of the programme is determined by the synergy between policy, institutional support, and learning practices, as well as the level of programme internalisation within the school culture, thereby having the potential to develop as an education-based language preservation model. Conceptually, RBD is a comprehensive strategy that integrates policy, institutional, pedagogical, and multicultural aspects, where schools function as formal social domains for language use, teachers as the main actors and agents of change, and institutional support as a reinforcement of the language environment.

However, the research also found structural and linguistic problems, including time constraints, the misalignment of policies and practices, disparities in teacher training, heterogeneity in student abilities, not fully positive language attitudes, the complexity of the hierarchical system, and the limited domains of language use, which indicate that the challenges of maintenance are systemic and multidimensional. In this context, evaluation serves as a reflective mechanism that enables continuous improvement, the strengthening of adaptive strategies, and more precise decision-making in programme development, while also maintaining the relevance and accountability of implementation. Overall, the preservation of the Balinese language through RBD demands a holistic, integrated, and sustainable approach that relies on the synergy of strategies and the active participation of all stakeholders. Thus, the programme not only becomes a linguistic effort but also a strategic instrument in building cultural identity and the sustainability of the linguistic heritage of the younger generation. Its success is greatly determined by the collective commitment to internalising the Balinese language into educational practices consistently, adaptively, and meaningfully amidst the dynamics of modern society.

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