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Translanguaging as pedagogical justice: local languages, participation, and inclusive learning in Indonesian schools

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ABSTRACT

Background: Indonesia's linguistic diversity creates persistent tensions between national-language schooling, local-language recognition, and equitable participation for multilingual learners across geographically and institutionally unequal educational settings. **Objective:** This study examines how translanguaging practices configure linguistic repertoires, participation pathways, epistemic access, and pedagogical justice in Indonesian schools. **Method:** A qualitative documentary corpus design analysed 21 verified public documents and 30 bounded evidence units through repertoire–function analysis, a participation and epistemic access matrix, and a pedagogical justice alignment rubric with explicit evidence-strength controls. **Results:** Local-language-first bridging constituted the most frequent pedagogical configuration, indicating that regional languages commonly mediated comprehension before transition toward Bahasa Indonesia across cases. Expanded participation appeared when learners questioned, retold, reconstructed stories, manipulated materials, and joined multilingual simulations, whereas most evidence reflected conditional access rather than redistributed authority. Selective inclusion and structural support were more prevalent than justice-oriented practice, showing that policy recognition and multilingual accommodation did not consistently produce epistemic validation. **Implication:** Inclusive multilingual pedagogy requires alignment among linguistic recognition, student agency, teacher uptake, assessment design, materials, and institutional protection. **Novelty:** This study advances a justice-oriented framework that distinguishes instrumental bridging, selective accommodation, structural enablement, and justice-oriented translanguaging while preserving differences among primary records, scholarly evidence, and policy context.

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1. INTRODUCTION

Indonesia's linguistic diversity creates an educational paradox: schools are organised through Bahasa Indonesia, although many children enter classrooms through local linguistic repertoires. Badan Bahasa [1] has identified 718 regional languages across 2,560 observation sites, demonstrating that multilingualism is not peripheral but embedded in Indonesian schooling. Official policy evidence further indicates that 73% of residents aged five and above use a regional language at home and 60% use one in community interaction. Linguistic distance can coincide with unequal foundational learning: a 2023 policy brief [2] reported that 26% of pupils whose mother tongue was a regional language remained at literacy level one, compared with

16% of Bahasa Indonesia mother-tongue pupils. These figures do not establish language as a cause, but they expose an access problem. When classroom legitimacy is reserved for national or international languages, local-language speakers may understand less, speak less, and receive fewer opportunities to demonstrate knowledge [3], [4].

Previous scholarship has established that translanguaging can support explanation, vocabulary development, classroom management, affective security, and negotiation of concepts in Indonesian English-language education [5], [6]. Studies have also examined teacher attitudes, learner perceptions, rural implementation, and policy–practice tensions, finding multilingual repertoires useful but institutionally uneven [7], [8], [9]. International research has conceptualised translanguaging as transformative pedagogy, linguistic equity, and social justice [10], [11]. Yet three limitations remain. Indonesian studies concentrate heavily on EFL or tertiary settings; they often treat participation as a perceived benefit rather than an observable distribution of speaking opportunities; and they rarely distinguish inclusive translanguaging from selective accommodation. Sah and Li [12] show that adding a dominant familiar language while excluding minoritised mother tongues can reproduce linguistic hierarchy. Evidence remains limited on how local languages gain legitimacy in Indonesian schools.

Responding to this gap, this study examines how school-practice records, practitioner accounts, research, and policy texts configure relationships among local languages, Bahasa Indonesia, participation, and learning. It addresses three questions. First, how are local languages, Bahasa Indonesia, English, and multimodal resources organised across explanation, literacy activities, questioning, collaborative work, and assessment? Second, under what conditions do these arrangements expand, condition, restrict, or leave unobservable students' opportunities to answer, initiate, clarify, retell, and contribute knowledge? Third, when does translanguaging move beyond instrumental translation to constitute pedagogical justice through linguistic recognition, participation, epistemic validation, and institutional support? These questions require separating classroom descriptions from participant interpretations and policy aspirations. They require attention to who controls language choice and whose contributions receive uptake. Such distinctions extend research on epistemic participation in multilingual education [13] and translanguaging for social justice [14] without presuming that multilingual presence produces inclusion.

This study advances an argument that translanguaging becomes pedagogically just only when students' local repertoires are authorised not to translate instructions, but to formulate questions, construct explanations, collaborate, and be recognised as knowledge-bearing resources. Local-language use may occupy three positions: an instrumental bridge toward Bahasa Indonesia or English, a selective accommodation that improves comprehension while maintaining linguistic hierarchy, or a justice-oriented practice that redistributes participation and epistemic authority. This proposition will be tested through analyses of repertoire configuration, participation pathways, and institutional alignment. Policy permission is necessary but insufficient because inclusion depends on teacher uptake, materials, language ideology, and functions assigned to each repertoire. Consequently, this study does not equate switching with equity or infer causal gains from documentary evidence. Instead, it treats pedagogical justice as a relationship among recognition, voice, and knowledge participation, refining accounts of translanguaging while remaining alert to selective inclusion [12], [10].

2. LITERATURE REVIEW

2.1. Translanguaging

Translanguaging is defined as multilingual speakers' deployment of an integrated repertoire rather than movement between autonomous linguistic codes. This understanding departs from conventional code-switching, which often presumes bounded languages and treats alternation as a structural shift. In Indonesian education, translanguaging has been described as pedagogical mediation, identity work, and a challenge to monolingual English norms [5], [6], [15], [16]. However, scholars disagree over whether all multilingual classroom use qualifies as translanguaging. Fuster and Bardel [17] caution against conceptual inflation, whereas Wei [10] emphasises its transformative potential for inclusion, co-learning, and social justice.

Analytically, translanguaging can be distinguished through repertoire configuration, pedagogical function, participant control, and institutional legitimacy. Repertoire configuration includes local-language-first sequencing, parallel bilingual resources, mixed-language interaction, and multimodal combinations involving images, gesture, or material classroom objects. Pedagogical functions encompass explanation, vocabulary development, repair, questioning, classroom management, collaborative problem-solving, and assessment support [18], [19], [20]. Participant control concerns whether teachers prescribe language movement or learners initiate it, while institutional legitimacy concerns whether local languages enter valued academic tasks. These indicators separate flexible meaning-making from transitional practices that merely channel students toward Bahasa Indonesia or English.

2.2. Participation

Participation refers not to presence or frequency of speaking, but to access to classroom interaction. Interactional accounts emphasise turn allocation, self-selection, questioning, clarification, peer collaboration, and teacher uptake, whereas sociocultural perspectives view participation as entry into meaning-making and disciplinary practice. Indonesian studies report that translanguaging reduces anxiety and supports willingness to communicate [21], [22], [23], yet perception-based evidence cannot establish how voice is distributed. Zheng and Qiu [13] extend this debate through epistemic justice, showing that participation depends on whether multilingual contributions are recognised as legitimate knowledge rather than tolerated as remedial speech.

Indicators of participatory inclusion require attention to access, agency, uptake, and epistemic status. Access concerns whether learners can enter discussion, request clarification, or complete tasks through familiar repertoires. Agency concerns whether they initiate turns, select linguistic resources, and reshape activity trajectories. Uptake concerns whether teachers acknowledge, elaborate, reformulate, or reject multilingual contributions. Epistemic status concerns whether local-language explanations are treated as knowledge-bearing or deficient. Studies in rural, pesantren, vocational, and suburban settings show that participation varies with teacher beliefs, task design, and institutional expectations [24], [7], [25], [26].

2.3. Pedagogical justice

Pedagogical justice concerns equitable recognition and redistribution of linguistic, participatory, and epistemic opportunities within learning. It differs from generic inclusion, which may describe access without questioning whose language, knowledge, and identity remain privileged. Yilmaz [11] frames translanguaging as equity for language-minoritised students, while Wang [27] presents it as a social justice strategy. Sah and Li [12], however, demonstrate that selective translanguaging may preserve English-dominant hierarchies by permitting minoritised languages only for support. In Indonesia, language policy similarly creates tension between national cohesion, English aspiration, and local-language legitimacy [3], [8]. Justice must therefore be evaluated, not presumed.

A justice-oriented framework requires four linked indicators: linguistic recognition, participation redistribution, epistemic validation, and institutional support. Linguistic recognition exists when local repertoires enter formal learning without stigma. Participation redistribution occurs when multilingual practices broaden opportunities to question, explain, collaborate, and present knowledge. Epistemic validation appears when contributions expressed through local languages receive substantive uptake. Institutional support includes policy permission, teacher preparation, materials, and assessment alignment [4], [9], [28]. This study consequently conceptualises translanguaging as pedagogical justice only when repertoire use moves beyond comprehension support to reshape who may speak, know, and participate within Indonesian classrooms.

3. METHOD

This study examines bounded evidence units documenting multilingual pedagogy, participation, and institutional language regulation in Indonesian schooling contexts nationwide. Its material object is a verified documentary corpus comprising 21 canonical documents and 30 coded evidence units. Seven primary documents contribute 15 units drawn from official practice records, practitioner testimony, and attributable audiovisual materials. Seven peer-reviewed studies contribute seven secondary units, while seven legal, policy, and programme documents contribute eight contextual units. Geographical coverage includes national Indonesia, Bima, Nagekeo, Sumba, Lampung, and Jambi. Each unit preserves source identity, date, location, language repertoire, excerpt, context, evidentiary status, and multimodal description where available.

Table 1. Composition of dataset

Code	Data Type	Source	Location	Period	Quantity	Characteristics	Status
PRI-PRC-01	Classroom-practice documentation	INOVASI practice booklet and school features	Bima and Nagekeo	2020–2026	3 documents; 10 evidence units	Bilingual Big Books, local-language explanations, story reconstruction, multilingual labels, games, songs, and numeracy simulations	Primary; verified
PRI-TST-01	Practitioner testimony	Ministry of Primary and Secondary Education press release	Sumba Timur and Nagekeo	2026	1 document; 2 evidence units	Teacher accounts of regional-language teaching, songs, play, letter cards, picture reading, and reported participation	Primary; verified
PRI-AV-01	Audiovisual materials	INOVASI and publicly indexed educational videos	National and Jambi	Date not fully indexed	3 videos; 3 registration units	Mother-tongue instruction, multilingual transition, and local-language mediation; frame-level coding remains pending	Primary; partially verified
SEC-IDN-01	Indonesian scholarly literature	Peer-reviewed journal and publisher platforms	Indonesia	2022–2024	6 articles; 6 evidence units	Classroom practices, policy–practice relations, teacher attitudes, pedagogical functions, and suburban contexts	Secondary; verified
SEC-CMP-01	Comparative theoretical literature	Learning and Instruction	Nepal; comparative relevance	2024	1 article; 1 evidence unit	Selective translanguaging, linguistic justice, inclusion, and unequal epistemic access	Secondary; verified

CTX-LEG-01	Legislation and regulation	BPK Regulation Database	National and West Nusa Tenggara	2003–2020	4 documents; 4 evidence units	National education law, national-language law, presidential regulation, and provincial language-protection regulation	Context; verified
CTX-POL-01	Policy and programme documentation	INOVASI, Kemendikdasmen, and Balai Bahasa Lampung	National and Lampung	2019–2025	3 documents; 4 evidence units	Language-transition policy, regional-language revitalisation roadmap, implementation gaps, and instructional models	Context; verified

This study adopts a qualitative documentary corpus design with comparative and interpretive components. Such a design is appropriate because its purpose is not to estimate causal effects, but to examine how records construct relationships among local languages, classroom participation, and inclusive learning. Documentary evidence is organised across primary, secondary, and contextual tiers so that practitioner accounts are not conflated with peer-reviewed interpretation or policy intention. Comparison proceeds across regions, school levels, source genres, and language configurations. This design supports triangulation while preserving evidentiary differences, allowing claims about classroom practice to remain distinct from institutional aspiration, reported perception, and theoretical explanation.

Information was obtained from publicly accessible and institutionally attributable sources. Primary materials include INOVASI practice booklets and school features, Ministry of Primary and Secondary Education practitioner testimony, and publicly indexed educational videos. Secondary materials comprise peer-reviewed articles from recognised journal and publisher platforms addressing Indonesian translanguaging, teacher ideology, classroom interaction, and linguistic justice. Contextual materials include national legislation, a presidential regulation, provincial language regulation, policy briefs, revitalisation roadmaps, and instructional-model documents. Canonical publisher, government, or institutional pages were prioritised over mirrors. Every document was assigned a unique identifier, verification status, geographical scope, educational level, language profile, URL, and relevance statement.

Data collection followed a transparent search, screening, and extraction protocol completed on 10 July 2026. Searches combined Indonesian and English terms concerning translanguaging, mother-tongue education, regional languages, classroom participation, language transition, and linguistic justice. Contemporary evidence was prioritised from 2021–2026, while earlier legislation and programme documents were retained when methodologically necessary. Items were included when ownership, date, provenance, and relevance could be verified; duplicates, reposts, weakly attributable materials, and education-irrelevant language-preservation records were excluded. Canonical titles, DOI strings, and URLs were normalised for deduplication. Selected documents were segmented into bounded evidence units containing excerpts, paraphrases, context, visual fields, and notes.

Analysis proceeded through five connected stages. First, corpus items were verified, classified, and assigned document and evidence-unit codes. Second, Multilingual Repertoire–Pedagogical Function Analysis identified named languages, multimodal resources, configuration patterns, and immediate instructional functions. Third, a Participation and Epistemic Access Matrix examined participation form, actor, teacher uptake, and whether access was expanded, conditional, restricted, or unobservable. Fourth, a Pedagogical Justice Alignment Rubric assessed linguistic recognition, participation redistribution, epistemic validation, and institutional support. Finally, patterns were compared across evidence tiers and regions. Interpretive memos recorded uncertainty, source inconsistency, and causal limits, ensuring that documentary association was never represented as demonstrated impact.

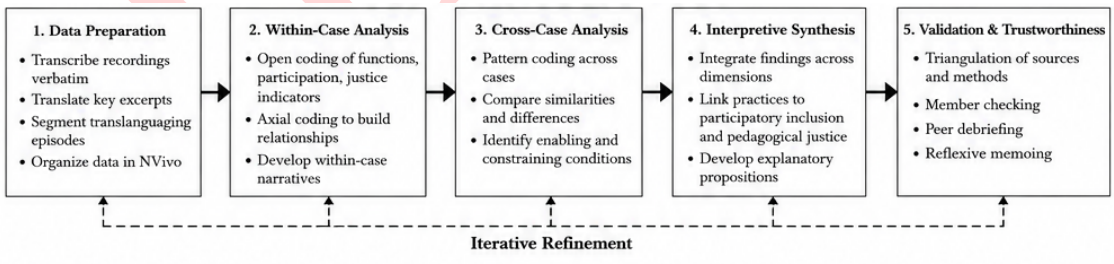


Figure 1. Operational matrix of analysis

4. RESULTS

4.1. Repertoire mobilisation and transitional pedagogies

Patterns of multilingual pedagogy become visible only when repertoire choice is examined together with instructional function and evidentiary location. Across 30 coded units, local-language-first bridging forms the largest category at 23.3%, followed by collaborative repertoire use and institutionalised support at 20.0% each. Bilingual–multimodal mediation accounts for 13.3%, while ideological, evidentiary, and critical categories comprise the remainder. This distribution indicates that the corpus is not dominated by

unrestricted multilingual interaction; rather, local languages most frequently enter formal learning as planned bridges, task resources, or institutionally authorised supports. Primary records supply the most direct classroom evidence, whereas secondary and contextual documents explain professional beliefs and regulatory conditions. Such tiered reading prevents policy permission, practitioner testimony, and documented pedagogical description from being treated as equivalent forms of evidence.

Table 2. Distribution of repertoire–pedagogical configurations

Main Category	Subcategory	Operational Indicator	Frequency	Percentage	Evidence-Tier Variation	Evidence Example or Excerpt	Data Codes
Pedagogical configuration	Local-language-first bridge	A local language precedes mixed-language instruction or Bahasa Indonesia; local repertoires mediate literacy, explanation, or knowledge access	7	23.3%	Primary: 6; Context: 1	"Selama 30 menit pertama, materi diajarkan dalam bahasa daerah," followed by mixed-language activity and Bahasa Indonesia	PRI-001-T01; PRI-002-T01; PRI-002-T03; PRI-003-T02; PRI-005-T01; PRI-006-T01; CTX-005-T01
Pedagogical configuration	Collaborative repertoire use	Multilingual resources support group reconstruction, role-play, songs, storytelling, negotiation, or performative participation	6	20.0%	Primary: 2; Secondary: 3; Context: 1	Students reconstruct a story collectively; another account describes a classroom becoming "lebih aktif dan menyenangkan"	PRI-001-T03; PRI-007-T02; SEC-002-T01; SEC-003-T01; SEC-005-T01; CTX-007-T01
Institutional mediation	Institutionalised language support	Laws, programmes, teacher development, or policy structures formally legitimise regional-language use	6	20.0%	Primary: 1; Secondary: 1; Context: 4	National and provincial provisions authorise regional-language use, while revitalisation programmes support implementation	PRI-007-T01; SEC-001-T01; CTX-001-T01; CTX-003-T01; CTX-004-T01; CTX-006-T01
Pedagogical configuration	Bilingual–multimodal mediation	Parallel bilingual print, visual labels, pictures, material objects, or classroom displays connect linguistic resources	4	13.3%	Primary: 4	A bilingual Big Book creates opportunities for questions; Mbojo–Indonesian replica money supports a market simulation	PRI-001-T02; PRI-001-T04; PRI-002-T02; PRI-003-T01
Institutional mediation	Language-ideology condition	Teacher beliefs or national language hierarchies regulate whether local repertoires enter formal learning	3	10.0%	Secondary: 2; Context: 1	Teacher acceptance, contextual feasibility, and Bahasa Indonesia's institutional position condition multilingual permission	SEC-004-T01; SEC-006-T01; CTX-002-T01
Evidentiary boundary	Evidence-quality limitation	Internal inconsistency or implementation uncertainty prevents stronger analytical claims	2	6.7%	Primary: 1; Context: 1	One school profile contains irreconcilable totals; a policy brief states, "There is no clear, agreed methodology"	PRI-003-T03; CTX-005-T02
Evidentiary boundary	Audiovisual evidence pending	A relevant video is identifiable, but no timestamped transcript or verified interactional sequence is available	1	3.3%	Primary: 1	Official webinar metadata identifies mother-tongue teaching, but turn-level participation cannot yet be coded	PRI-004-T01
Critical boundary	Selective-translanguaging critique	Multilingual support is permitted for comprehension while dominant-language epistemic authority remains intact	1	3.3%	Secondary: 1	Permission to translate does not necessarily permit students to construct recognised academic knowledge	SEC-007-T01

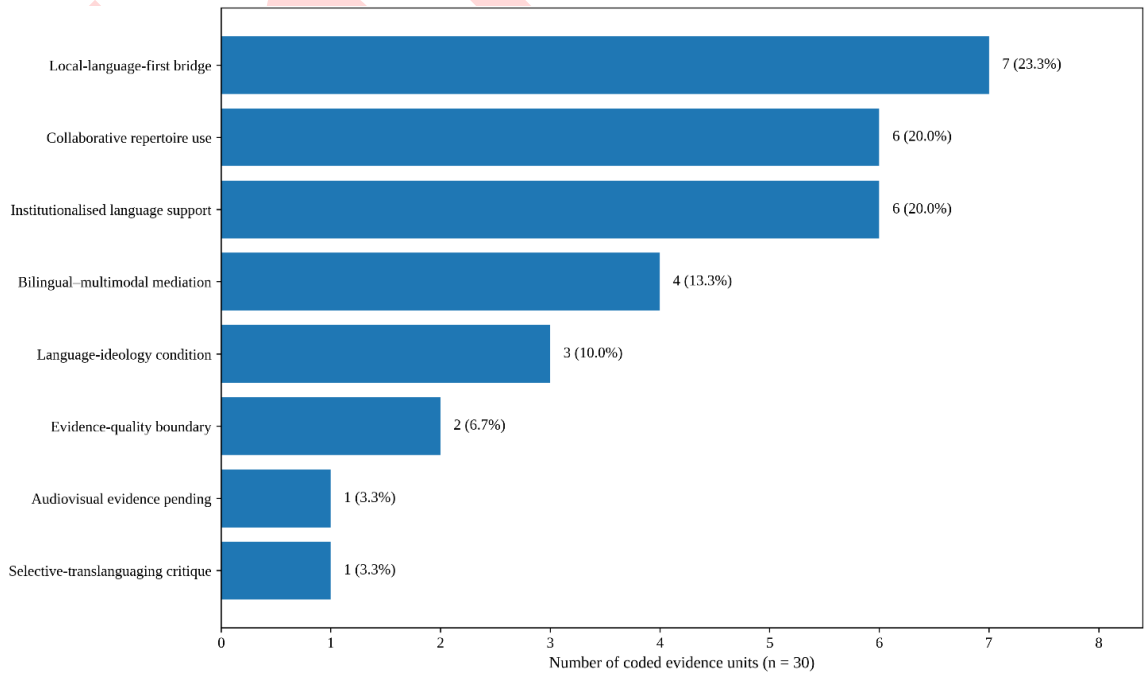


Figure 2. Distribution of repertoire–pedagogical configurations

The dominant pattern is a staged transition from a local language to Bahasa Indonesia. In Wudu, instruction begins with "Selama 30 menit pertama, materi diajarkan dalam bahasa daerah," before mixed-language activity and Indonesian-language consolidation (PRI-003-T02). Bima records broaden this sequence through bilingual Big Books, questioning—"anak-anak mendapat kesempatan bertanya"—story reconstruction, and Mbojo–Indonesian replica money used in a market simulation (PRI-001-T02–T04). Nagekeo records similarly connect familiar-language explanation with reported willingness to answer, narrate, and read, while one teacher describes a class becoming "lebih aktif dan menyenangkan" through songs, play, letter cards, and picture reading (PRI-007-T02). Institutional support appears frequently, but direct evidence of student-controlled language choice remains less common. Audiovisual entries remain uncounted as interactional episodes pending verified timestamps.

These patterns support a distinction between translanguaging as access and translanguaging as redistribution. Local-first bridging can reduce linguistic distance and facilitate comprehension, consistent with Indonesian evidence on multilingual mediation [5], [6]. Yet its transitional orientation may preserve Bahasa Indonesia or English as eventual destinations of academically legitimate speech. Collaborative reconstruction, questioning, and role-play move closer to Wei's [10] transformative account because students use multiple resources to participate in knowledge-making, not merely decode teacher language. Even so, Sah and Li's [12] warning about selective translanguaging remains pertinent: recognition becomes pedagogically just only when local repertoires receive substantive uptake across valued tasks. Frequency therefore signals patterned provision, whereas justice depends on participation control, epistemic validation, and institutional durability.

4.2. Participation pathways and epistemic access

Opportunities for multilingual participation were unevenly distributed across evidence types and pedagogical arrangements. Of 30 evidence units, 6 units, or 20.0%, contained documented or reported expansion of learner participation. Conditional access represented the largest category, comprising 11 units or 36.7%, because many sources identified supportive materials, teacher beliefs, or institutional provisions without recording how speaking opportunities were distributed during interaction. Six units provided no observable participation evidence, while another six functioned exclusively as structural policy context. Only one unit explicitly represented restricted epistemic access. These classifications retain the same bounded evidence unit used in the preceding analysis, but shift the analytical question from how linguistic resources were configured to whether those configurations enabled learners to enter, sustain, and influence academically meaningful interaction.

Table 3. Distribution of participation pathways and epistemic access

Access Status	Participation Pathway	Operational Indicator	Frequency	Percentage	Evidence-Tier Distribution	Evidence Example or Excerpt	Data Codes
Expanded	Teacher-supported response opportunities	Learners are explicitly invited or reported to answer, question, narrate, read, or participate through familiar linguistic resources	4	13.3%	Primary: 4	A bilingual reading activity gives learners "kesempatan bertanya"; a Nagekeo teacher reports, "Anak lebih berani menjawab pertanyaan"	PRI-001-T02; PRI-002-T01; PRI-002-T03; PRI-007-T02
Expanded	Collaborative participation	Learners jointly reconstruct narratives, name concepts, manipulate materials, or participate in multilingual simulations	2	6.7%	Primary: 2	Student groups reconstruct a bilingual story sequence and participate in a Mbojo–Indonesian market simulation	PRI-001-T03; PRI-001-T04
Conditional	Environmentally, professionally, or institutionally enabled access	Participation is supported by bilingual displays, activity design, teacher attitudes, programme arrangements, or published evidence, but turn-level redistribution is not directly observable	11	36.7%	Primary: 4; Secondary: 6; Context: 1	Boawae–Indonesian labels make local language visible, although their use in student explanation is not documented	PRI-002-T02; PRI-003-T01; PRI-003-T02; PRI-007-T01; SEC-001-T01–SEC-006-T01; CTX-007-T01
Restricted	Restricted epistemic access	Minoritised repertoires may support translation or comprehension but remain restricted from authoritative knowledge production	1	3.3%	Secondary: 1	Multilingual permission does not necessarily allow learners to construct institutionally recognised academic knowledge	SEC-007-T01
Not observable	Insufficient interactional evidence	A source provides pedagogical rationale, aggregate claims, incomplete audiovisual metadata, or policy-oriented language-use information without a bounded participation episode	6	20.0%	Primary: 5; Context: 1	Video records lack verified timestamps and transcripts; one policy chart documents language use without recording classroom turns	PRI-001-T01; PRI-003-T03; PRI-004-T01; PRI-005-T01; PRI-006-T01; CTX-005-T01
Not applicable	Structural policy context	Legislation, regulation, and programme documents establish institutional conditions but contain no classroom interaction to code	6	20.0%	Context: 6	National and provincial regulations authorise or organise regional-language use without demonstrating how individual contributions receive uptake	CTX-001-T01; CTX-002-T01; CTX-003-T01; CTX-004-T01; CTX-005-T02; CTX-006-T01

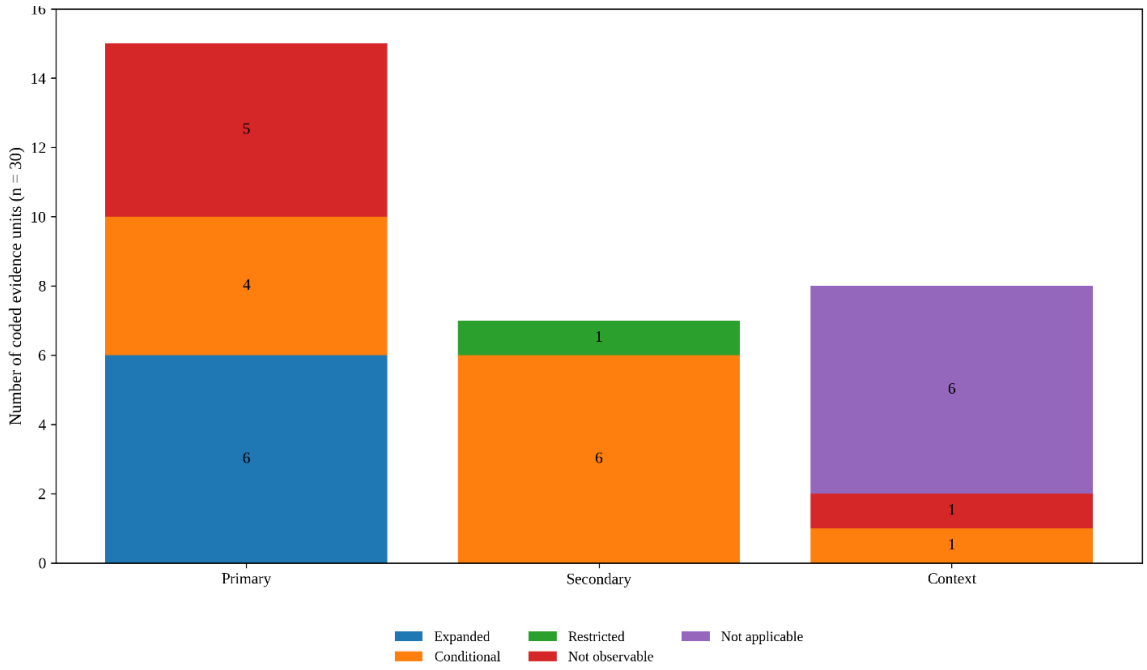


Figure 3. Participation-access status across evidence tiers

Documented expansion was concentrated in primary records containing recognisable participation activities. In Bima, learners were given "kesempatan bertanya" after bilingual Big Book reading and subsequently reconstructed a story collaboratively (PRI-001-T02–T03). A numeracy lesson broadened participation through denomination naming, material manipulation, and a bilingual market simulation (PRI-001-T04). Nagekeo accounts similarly report that children became more willing to answer, narrate, and attempt reading, including the statement "Anak lebih berani menjawab pertanyaan" (PRI-002-T01). Nevertheless, visibility did not always equal interactional access. Boawae–Indonesian classroom labels legitimised two languages spatially, but available documentation did not demonstrate whether students used those labels to initiate explanations or challenge teacher formulations. Thus, participation was coded conservatively whenever teacher uptake, student initiation, or contribution development remained unavailable.

Participation becomes educationally consequential when multilingual speech receives uptake as knowledge rather than merely functioning as assistance. This distinction complements research associating translanguaging with willingness to communicate and reduced linguistic anxiety [21], [23], while addressing the limits of perception-based evidence. Zheng and Qiu [13] argue that epistemic participation depends on whether contributions are heard, developed, and validated within institutional interaction. The predominance of conditional access therefore indicates that pedagogical resources may open entry points without necessarily redistributing authority. Collaborative reconstruction and simulation more closely approach transformative participation because learners contribute to task completion through shared repertoires. However, Sah and Li's [12] critique remains essential: multilingual accommodation becomes just only when minoritised-language contributions can shape recognised classroom knowledge.

4.3. Institutional support and the uneven realisation of pedagogical justice

Pedagogical justice appeared as an uneven alignment among recognition, participation, epistemic validation, and institutional support rather than as a direct consequence of multilingual language use. Selective inclusion constituted the largest orientation, accounting for 9 of 30 evidence units, or 30.0%. Structural support followed at 23.3%, while justice-oriented potential represented 20.0%. Instrumental bridging and indeterminate evidence each comprised 13.3%. The distribution indicates that multilingual repertoires were frequently recognised either through policy frameworks or instructional accommodation, but recognition did not consistently coincide with redistributed speaking opportunities and validation of student knowledge. All six justice-oriented units occurred within primary records, whereas all seven secondary units were coded as selective inclusion because they described pedagogical benefits, attitudes, or constraints without supplying equivalent evidence across all four justice dimensions.

Table 4. Pedagogical-justice orientation across the documentary corpus

Justice Orientation	Defining Configuration	Linguistic Recognition	Participation Redistribution	Epistemic Validation	Institutional Support	Frequency	Percentage	Evidence-Tier Distribution	Illustrative Evidence	Data Codes
Instrumental bridge	Local language primarily facilitates comprehension or transition toward Bahasa Indonesia	High or potential	Conditional or unobservable	Moderate or unobservable	Moderate to high	4	13.3%	Primary: 3; Secondary: 0; Context: 1	Boawae is used during the initial instructional phase before mixed-language teaching and Indonesian consolidation	PRI-001-T01; PRI-003-T02; PRI-005-T01; CTX-005-T01
Selective inclusion	Multiple languages are accepted, but dominant-language authority or teacher-controlled legitimacy remains largely intact	Moderate to high	Conditional or restricted	Reported, restricted, or unobservable	Moderate to high	9	30.0%	Primary: 1; Secondary: 7; Context: 1	Bilingual classroom labels recognise Boawae visually, although available evidence does not show students using it to construct recognised explanations	PRI-003-T01; SEC-001-T01–SEC-007-T01; CTX-003-T01
Justice-oriented potential	Local repertoires are connected to questioning, narration, collaboration, explanation, or academically valued task completion	High	Expanded	Moderate	Moderate to high	6	20.0%	Primary: 6; Secondary: 0; Context: 0	Learners question, retell, reconstruct stories, and participate in a bilingual numeracy simulation	PRI-001-T02–T04; PRI-002-T01; PRI-002-T03; PRI-007-T02
Structural support	Laws, programmes, materials, or teacher development create enabling conditions for multilingual pedagogy	High	Potential or conditional	Potential or unobservable	High	7	23.3%	Primary: 2; Secondary: 0; Context: 5	National and provincial provisions authorise regional-language use, while programmes provide materials, training, and participatory models	PRI-002-T02; PRI-007-T01; CTX-001-T01; CTX-002-T01; CTX-004-T01; CTX-006-T01; CTX-007-T01
Indeterminate or evidence gap	Available material is relevant but insufficient, inconsistent, or incomplete for evaluating justice	Potential or not assessable	Not observable or not assessable	Not observable	Low to moderate	4	13.3%	Primary: 3; Secondary: 0; Context: 1	Audiovisual sources lack verified transcripts and timestamps, while one school profile contains inconsistent numerical categories	PRI-003-T03; PRI-004-T01; PRI-006-T01; CTX-005-T02

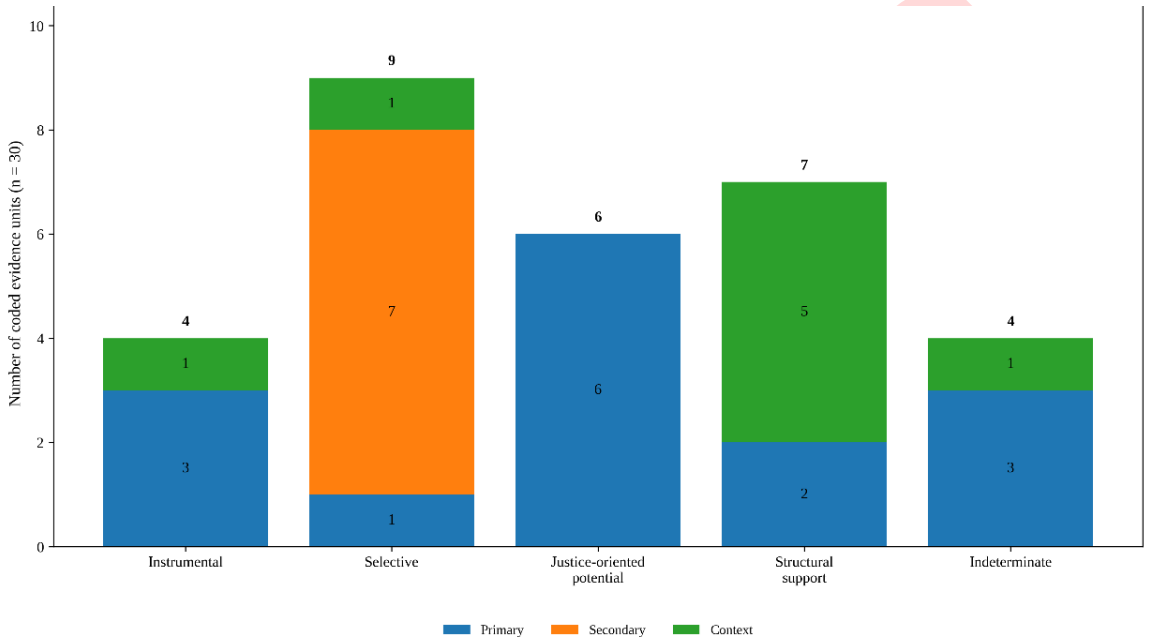


Figure 4. Pedagogical-justice orientation across evidence tiers

The clearest justice-oriented patterns occurred when local languages entered academically valued activities rather than remaining preliminary aids. Bima records describe learners receiving "kesempatan bertanya," retelling bilingual narratives, reconstructing story sequences, and conducting a Mbojo–Indonesian market simulation (PRI-001-T02–T04). Nagekeo accounts similarly connect familiar-language teaching with learners becoming "lebih berani menjawab pertanyaan" and participating through songs, letter cards, and picture reading (PRI-002-T01; PRI-007-T02). By contrast, Boawae–Indonesian classroom labels provided linguistic recognition without evidence of student-controlled knowledge construction, placing this unit within selective inclusion. Policy documents created substantial structural support, but legislation and programme design contained no classroom turns through which participation redistribution could be confirmed. Institutional permission and interactional justice therefore remained related but analytically distinct.

This pattern positions pedagogical justice between multilingual accommodation and transformation. Instrumental bridging provides meaningful access, particularly where students begin schooling through local repertoires, but it may retain Bahasa Indonesia or English as the final language of legitimate academic performance. Selective inclusion similarly permits multilingual support while leaving decisions about language, uptake, and knowledge authority under institutional or teacher control, consistent with Sah and Li's [12] critique. Justice-oriented potential emerges when local-language resources enable learners to question, explain, collaborate, and complete valued disciplinary work, approaching Wei's [10] transformative account. Yet structural support remains indispensable because teacher preparation, materials, assessment practices, and language policy determine whether such opportunities endure. This study therefore locates pedagogical justice in the convergence of recognition, voice, validation, and institutional durability.

5. DISCUSSION

The predominance of local-language-first bridging shows that translanguaging functions as an access mechanism rather than as unrestricted multilingual pedagogy. Its value lies in reducing linguistic distance between curricular content and students' familiar repertoires, particularly during early literacy, explanation, and task initiation. Bilingual books, classroom labels, storytelling, and material simulations widen the semiotic routes through which learners encounter knowledge, supporting accounts of translanguaging as mediation and meaning negotiation [5], [6], [15]. Yet this function also contains a limitation: when local languages are positioned as temporary bridges, their legitimacy may expire once students move toward Bahasa Indonesia or English. Such sequencing can improve access without altering which language ultimately counts as academic. The implication is double-edged. Translanguaging supports inclusion at entry points, but pedagogical justice requires local repertoires to remain available during explanation, collaboration, assessment, and knowledge presentation, rather than disappearing after comprehension is secured.

This transitional pattern is associated with an institutional structure in which Bahasa Indonesia retains national authority and English carries educational prestige, while local languages are authorised conditionally. National policy permits regional-language use, but such permission is framed around necessity, early-grade transition, or complementary support. This hierarchy helps explain why teachers organise multilingual resources sequentially rather than symmetrically. Their practices respond to students' linguistic realities while remaining accountable to curricula, assessments, and language ideologies that privilege dominant codes [3], [8]. Teacher attitudes and contextual feasibility further shape how far repertoires can enter formal instruction [7], [29]. Fuster and Bardel's [17] warning against treating every multilingual alternation as transformative is relevant. The observed configuration reflects negotiated accommodation: teachers broaden access without necessarily challenging institutional language ordering. Its persistence is better understood as structural alignment with schooling norms than as individual pedagogical reluctance.

The participation pattern matters because linguistic visibility does not automatically redistribute classroom voice. Expanded access appeared where learners could question, retell, reconstruct stories, manipulate materials, and join simulations, indicating that translanguaging becomes consequential when it alters participation routes. These practices move beyond translation by giving students ways to enter tasks and sustain contribution, supporting research linking translanguaging with willingness to communicate and reduced affective barriers [22], [23]. However, conditional access remained more common than expanded participation. Bilingual displays, supportive teacher beliefs, and institutional programmes may create favourable environments, yet they do not reveal who initiates turns, whose explanations are developed, or whose contributions remain peripheral. The implication is that inclusive pedagogy cannot be evaluated through multilingual materials alone. It requires evidence of interactional uptake, student agency, and participation across academically valued activities. Otherwise, classrooms may appear multilingual while preserving conventional distributions of speaking rights and authority.

Conditional participation is associated with the difference between linguistic permission and epistemic recognition. Teachers may allow local-language use because it facilitates comprehension, reduces hesitation, or maintains lesson flow, but these purposes do not position students as legitimate producers of knowledge. Zheng and Qiu [13] show that epistemic justice depends on whether multilingual contributions are heard, elaborated, and incorporated into understanding. This distinction explains why teacher-controlled multilingual activities can broaden access while leaving authority unchanged. Institutional assessment norms, time constraints, monolingual expectations, and teacher preparation may encourage reformulation into Bahasa Indonesia or English rather than sustained engagement with local-language reasoning. Sah and Li [12] demonstrate that selective translanguaging can coexist with unequal participation. Participation remains conditional not because multilingual resources lack value, but because their function is bounded by who selects them, when they may be used, and whether contributions receive uptake. Access becomes justice only when voice influences knowledge development.

The distribution of justice orientations demonstrates that policy recognition and classroom accommodation are necessary but insufficient for pedagogical justice. Structural support was visible in legislation, revitalisation programmes, teacher development, and instructional models, while justice-oriented potential appeared where local languages supported questioning, collaboration, narration, and disciplinary task completion. Together, these patterns suggest that justice emerges through alignment rather than through any intervention. Legal permission without materials, teacher capacity, or assessment compatibility may remain symbolic; classroom innovation without institutional protection may remain fragile. This interpretation extends Wei's [10] account of transformative translanguaging by locating transformation across levels of practice and governance. It supports Yilmaz's [11] emphasis on equity for language-minoritised learners, while qualifying claims that multilingual use is inherently emancipatory. For Indonesian schools, the implication is that inclusion must be designed across curriculum, teacher education, classroom

interaction, and evaluation. Otherwise, justice-oriented practices depend on individual teachers and remain vulnerable to dominant-language expectations.

The unevenness of pedagogical justice is associated with misalignment among four underlying structures: linguistic hierarchy, participation organisation, epistemic authority, and institutional capacity. Local languages may be culturally valued yet academically restricted; students may be invited to speak yet not shape lesson knowledge; policies may endorse multilingualism yet provide limited operational guidance; teachers may support translanguaging yet lack materials or assessment flexibility. These tensions explain why selective inclusion constituted the largest orientation and why justice-oriented potential remained concentrated in primary records. Wang [27] and Thongwichit et al. [14] show that translanguaging can support social justice when it repositions minoritised speakers, but such repositioning depends on structures rather than isolated language choice. This study therefore treats pedagogical justice as contingent convergence: recognition must connect with participation, participation with epistemic validation, and classroom practice with institutional support. Where one dimension is absent, multilingual pedagogy may remain instrumental, selective, or unstable rather than redistributive.

6. CONCLUSION

This study demonstrates that translanguaging becomes pedagogically just only when local languages move beyond temporary comprehension support and enter valued practices of questioning, explanation, collaboration, and knowledge construction. Its lesson is that multilingual presence alone does not redistribute voice, recognition, or epistemic authority. By integrating repertoire configuration, participation pathways, and institutional alignment within one documentary corpus, this study renews translanguaging research through a justice-oriented analytical model. Methodologically, its strength lies in separating primary practice records, secondary scholarship, and policy context while maintaining one consistent evidence unit. This framework sharpens questions about who may speak, know, and participate in Indonesian classrooms.

This study remains limited by its documentary design, uneven regional coverage, reliance on publicly available records, and restricted access to timestamped classroom interaction. Several sources report participation or improvement without providing transcripts, longitudinal evidence, or comparable assessment data, preventing causal conclusions about learning outcomes. Future research should combine classroom ethnography, video-based interaction analysis, student work, teacher interviews, and longitudinal assessment across linguistically diverse provinces. Comparative studies should also examine rural, urban, indigenous, and migration-affected schools, while testing whether local-language participation persists across subjects and assessments. Such work would clarify when translanguaging produces durable redistribution rather than temporary or selective inclusion.

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Putri Sekar Sari: conceptualization, methodology, formal analysis, writing – original draft, writing – review and editing.

CONFLICT OF INTEREST STATEMENT

Author states no conflict of interest.

AI USE DECLARATION

The author used artificial intelligence tools to assist with the generation of illustrative figures and with the formatting and layout of this manuscript. AI was not used to generate the substantive content, conceptualization, data, analysis, or conclusions of the research, all of which remain the sole responsibility of the author.

INFORMED CONSENT

Not applicable – this study did not involve direct human participants. Data consisted solely of publicly accessible documentary sources: classroom-practice records, practitioner testimony, peer-reviewed scholarship, and official policy and legislative documents.

ETHICAL APPROVAL

This research did not involve human or animal subjects; it analyzed publicly accessible documentary and scholarly materials, and therefore no institutional review board approval was required. Where research

does involve human subjects, the author affirms that such research would be conducted in full compliance with all relevant national regulations and institutional policies, in accordance with the tenets of the Declaration of Helsinki, and would be approved by the author's institutional review board or equivalent committee.

DATA AVAILABILITY

The documentary corpus of publicly accessible classroom-practice records, practitioner testimony, scholarly literature, and policy and legislative documents analyzed in this study are available from the corresponding author upon reasonable request.

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