

# The Influence of Culture on Indonesian language in Elementary Schools in Tanjung Sarang Elang, Panai Hulu

Eka Nurbulan<sup>1\*)</sup>, Emi Juwita Saragi<sup>2)</sup>, Anwar<sup>3)</sup>, Abdurrahman Adisaputera<sup>4)</sup>, Khairil Ansari<sup>5)</sup>

<sup>1, 2, 3)</sup> Universitas Negeri Medan, Indonesia

<sup>\*)</sup> Correspondence: ekanurbulan1975@gmail.com

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**Abstract.** Indonesian is experiencing a period of accelerated development and modernization. This is evidenced by the growing vocabulary and stability of its structural elements. It is important to note that, alongside this process, the language is also facing challenges in terms of its continued development and usage. It is likely that many young people and the general public are still unaware of Indonesian's position and function in the context of the country's identity. They fail to recognize the role of Indonesian as a symbol of national pride, national identity, a means of communication between citizens, between regions, and between cultures, as well as a tool for unifying various ethnic groups with their respective socio-cultural and linguistic backgrounds into the unity of Indonesian nationality. Therefore, it is essential to continually develop the Indonesian language in order to advance the nation and state.

**Keywords:** Language, culture, school

## I. INTRODUCTION

Culture plays an essential role in all aspects of life, including lifestyle, customs, religion, and language. Culture can be defined as a habit or pattern of life shared by a group of people. Every country undoubtedly possesses a culture or cultures. Due to the multitude of cultures within a country, there are also numerous tribes or groups that have their own traditions and cultures, including language diversity. Similarly, the concept of culture is well-known in Indonesia. The Indonesian culture is notably diverse, with traditions and customs being passed down from one generation to the next. Language is an integral aspect of human existence, and many view it as a fundamental aspect of culture.

Indonesia is home to 718 regional languages, which have given rise to numerous other languages. The Indonesian language serves as the national language, facilitating the connection between disparate languages from disparate regions. Nevertheless, regional languages must be preserved to prevent their extinction and ensure their status as a cultural heritage for future generations. This study was conducted to ascertain the extent to which culture influences the Indonesian language among contemporary teenagers. Some of the reasons for this phenomenon include instances where individuals encounter difficulties when attempting to communicate with individuals from different regions or cultures, which can result in misunderstandings. If misunderstandings continue to occur between individuals from different cultures, it can have a detrimental impact on the Indonesian state. This is because it undermines the concept of unity in diversity. To avoid this, it is essential to use the national language, namely Indonesian, correctly and properly.

Language is a fundamental means of interaction and communication. As defined by Murti (2015: 177), language can be conceived as a tool for conveying thoughts and ideas. It enables individuals to interact and communicate with others, expressing their desires, feelings, opinions, ideas, experiences, and knowledge. Furthermore, language facilitates the acquisition of information, the expansion of knowledge, and the exchange of ideas. Furthermore, language serves as a fundamental instrument for collaboration in all forms of communication.

The role of language in the human species is profound and pervasive. It is evident that in nearly all human activities and interactions, language serves as a fundamental tool. Indeed, in the current era, where the advent of the digital revolution has transformed the way we communicate, the significance of language as a communication factor cannot be overstated. This is particularly true in the context of the ASEAN Economic Community (AEC) (Rondiyah, Wardani, & Saddhono, 2017, p. 142), which underscores the pivotal role of language in fostering economic integration. Nurhasanah (2017, p. 89) offers a detailed account of the historical development of the Indonesian language, which she divides into three distinct periods. The three periods are defined as follows: (1) before the Youth Oath, (2) the Youth Oath period until the period of independence of the Republic of Indonesia, and (3) the period after the proclamation of independence until the present.

The Indonesian language is an integral element and the primary mode of communication within Indonesian society. Philosophically, language is a human expression of reality through symbols. This implies that the continued existence of the Indonesian language is contingent upon the extent to which it is developed. This includes the creation of new vocabulary and terms, as well as the absorption of regional and foreign language vocabulary. Indonesian must be able to become the language of

science and technology. Given the current pace of development in science and technology, particularly in the field of information technology, which is advancing at a rapid rate (Marsudi, 2009: 133), the Indonesian language must also evolve to remain relevant.

## II. METHODS

The research methodology employed by the author is qualitative descriptive, which entails the analysis, description, and interpretation of the process in question, with meaning taking precedence. Qualitative research is designed to gain an understanding of the events that shape our social lives, and the behaviours, actions, and attitudes exhibited by individuals that inform the interpretation of data. The collection of data utilised technology, and the collation of several examples was conducted in order to ascertain the efforts made to overcome the negative influence of foreign cultures upon the younger generation in Indonesia, which are not in accordance with Pancasila. This is because, in the absence of a commitment to the preservation of Indonesian culture, there is a risk of being influenced by Western culture, which could have a detrimental impact on the psyche of adolescents. The research problem is therefore of paramount importance, as it provides the focus for further investigation.



Figure 1. Qualitative Research Method

## III. RESULTS AND DISCUSSION

### *Position of Indonesian Language*

In a social environment, an individual's use of language is shaped by their ability to adapt to the prevailing circumstances. This phenomenon is observed in the alternation between languages, which is influenced by the context and the motivations of the speakers involved in the act of communication. As Saddhono (2014) notes, bilingualism represents one of the most striking instances of the coexistence of two languages in a single discourse.

Rahayu (2015: 12) asserts that Indonesian, as a national language, plays a pivotal role within Indonesian society as a medium of communication. This communication function enables Indonesian to serve as a conduit for information. In examining this function, we may turn to the study of language properties.

1. Language is a system. This implies that language is not a random collection of elements but rather an organized and structured system comprising various subsystems, including phonology, grammar, and lexis.
2. Language is a system of sounds produced by the human voice.

3. Language is arbitrary. This implies that regardless of one's personal preferences, there is an obligatory correlation between the language symbol and its referent.
4. Language is meaningful.
5. Language is conventional. The use of a symbol for a particular concept is conventional, that is, based on the agreement of the speaking community.
6. Language is distinctive. This implies that language possesses distinctive and specific characteristics that cannot be appropriated by others.
7. Language is universal. This implies that all languages share a set of common characteristics.
8. Language is dynamic. This implies that language undergoes change in accordance with the passage of time.
9. Language as a Means of Social Interaction: Language is employed as a tool for interaction, communication, and collaboration between humans.
10. Language is a marker of the identity of its speakers, as it is the identity of the speakers that is expressed through language.

In the current era of globalization, some scholars argue that the Indonesian language is an obstacle to the global communication process. This assertion is based on the premise that Indonesian is not used globally, which in turn leads to the conclusion that the language does not facilitate globalization. The higher the quantity of language errors, the less the purpose of language teaching is achieved (Ariningsih, Sumarwati, & Saddhono, 2012: 42).

The digital age, which requires proficiency in technology and foreign languages in various fields of life, further undermines the position of Indonesian in the global community. While it is not the case that Indonesian is incapable of competing with other languages globally, the prevailing attitude of the Indonesian people as users of the language exudes a negative sentiment, which is detrimental to the advancement of Indonesian. Should the attitudes of the Indonesian people, as both owners and users of their national language, continue to be negative, Indonesian will continue to develop chaotically, and the language will never become a stable language. (Marsudi, 2009, p. 135)

1. The national language, namely Indonesian, occupies a position above that of regional languages.
2. The state language, which is the official language of the Unitary State of the Republic of Indonesia.
3. Indonesian was officially designated as the state language on August 18, 1945, in the 1945 Constitution, Chapter XV, Article 36.

The Indonesian language occupies a pivotal position in the global linguistic landscape. The advent of globalization will undoubtedly have a profound impact on the evolution and growth of languages, particularly those used as a medium for the advancement of culture, science, and technology. As stated by Makhmudah (2018: 205), science is not merely a collection of facts and theories, but rather a comprehensive summary of knowledge and evidence. This knowledge is derived from a series of systematic procedures, which are then tested using a set of methods that are recognized within a specific field of science.

The Indonesian language plays a pivotal role in the advancement and growth of science and technology. Without a language, science and technology cannot develop and flourish to their full potential. To this end, it is essential to align the improvement of Indonesian as a scientific tool with the evolution of science and technology. This entails enhancing the quality of Indonesian language instruction in educational institutions.

In the contemporary era of globalization, Indonesian is also employed as a vehicle for scientific discourse and is utilized by foreign speakers. This is evidenced by the use of the Indonesian language by foreign students. Indonesian (BIN) is the most dominant language due to the fact that in BIPA, learning is contingent upon the use of Indonesian as the language of instruction.

The Indonesian nation is committed to upholding the tenets set forth in Pancasila and the 1945 Constitution, which includes the designation of Indonesian as the official language of the country. Consequently, all official state affairs, such as those pertaining to state administration, the judiciary, and political organizations, are conducted in Indonesian.

Furthermore, Indonesian is utilized in international relations, serving as a medium of communication at the national level for planning, governance, and development implementation. Indonesian proficiency is a prerequisite for occupying certain positions, including civil servant and BUMN roles. Additionally, Indonesian must be displayed on signage of various government and private companies throughout the Republic of Indonesia. Furthermore, until the 2008/2009 academic year, the government was still evaluating Indonesian language subjects nationally as an absolute requirement for students.

The Indonesian language is a prerequisite for students seeking to obtain an STK and STTB (Daimun, 2013, p. 34).

Indeed, Indonesian plays a pivotal role in all facets of daily life. The Indonesian nation is resolute in its commitment to uphold the Indonesian language. However, in the context of globalization, the Indonesian language is confronted with certain challenges, including the potential for the English language to erode the position of the Indonesian language.

### *Function of Indonesian Language*

The role of Indonesian as a national language is multifaceted, serving as a conduit for communication between citizens, regions, and ethnic groups. The existence of a national language provides a foundation for understanding and interaction across socio-cultural and linguistic boundaries, eliminating potential sources of misunderstanding and facilitating communication within the Indonesian archipelago.

Moreover, Indonesian serves as a unifying force, facilitating travel, trade, and interaction across the vast archipelago. It is the language that connects the diverse communities and regions, allowing individuals to move seamlessly from one corner to another without linguistic barriers.

The fourth function of Indonesian as a national language is to facilitate the unification of diverse ethnic groups with varying socio-cultural and linguistic backgrounds. This unification is achieved without the necessity for the groups to relinquish their tribal identity or socio-cultural values, as the various ethnic groups are able to live in harmony as a nation. Moreover, the national language enables the prioritization of national interests above those of regional or group affiliations.

In its role as the language of the state, Indonesian serves as the official language for all ceremonies, events, and state activities, both orally and in writing. This encompasses the drafting of documents and decisions, as well as letters issued by the government and other state bodies, in addition to state speeches.

The second function of Indonesian as the state language is that it is the language of instruction in educational institutions from kindergarten to university throughout Indonesia, with the exception of regions such as Aceh, Batak, Sunda, Cirebon, Java, Madura, Bali, and Makassar, where the local language is used as the language of instruction until the third year of basic education.

As the third function in its position as the state language, Indonesian serves as a means of communication at the national level for the purposes of planning and implementing national development and for the implementation of government policy. In addition to its role as a conduit for communication between the government and the general public, Indonesian is also employed as a medium for interregional and intertribal discourse. Moreover, it serves as a vehicle for communication within a shared socio-cultural and linguistic context.

Finally, in its role as the state language, Indonesian serves as a vehicle for developing national culture, science, and technology. In this context, Indonesian is the sole instrument capable of fostering and developing national culture in a manner that preserves its distinctive characteristics and identity, distinguishing it from regional cultures. Concurrently, Indonesian is employed as a means of expressing national socio-cultural values. (Moeliono, 1980: 15-31).

In light of the preceding discussion, it can be observed that the function of Indonesian has also increased in the contemporary era. Indonesian is employed as the language of the mass media, encompassing both printed and electronic forms, as well as visual, audio, and audio-visual media. It is therefore imperative that the mass media utilise Indonesian as the medium for disseminating the Indonesian language in an accurate and appropriate manner.

As a source of regional language enrichment, Indonesian plays a pivotal role. Some Indonesian vocabulary can enrich the local language repertoire when the local language lacks a specific term. Indonesian can also be utilized as a tool to disseminate Indonesian literature. Indonesian literature serves as a conduit for the use of Indonesian in terms of aesthetic language, thereby making Indonesian an important language in the international community.

#### *The Impact of Foreign Culture on Elementary Students' Indonesian Language*

In the context of a rapidly developing era, children in Indonesia are confronted with a multitude of foreign cultural influences that enter the country through various media. These influences have a profound impact on cultural and linguistic communication in everyday life. With its philosophical foundation in Indonesia, the language of Bahasa Indonesia plays a pivotal role in facilitating communication and interaction between people. The influx of foreign cultures into Indonesia is, to a certain extent, a consequence of the globalisation crisis that has afflicted Indonesia. This influence is pervasive and pertains to a multitude of fields within society. It is evident that this influence will have a profound impact on the cultural system of society. The rapid influx of foreign cultures can cause culture shock, which is a society that is unable to withstand various cultural influences from outside sources, resulting in imbalances in the lives of those involved. Children at the elementary school level in Tanjung Sarang Elang, Panai Hulu represent a significant national asset, and it is imperative that they are afforded their rights as teenagers against their parents since the child is born in the world based on applicable laws and regulations. Globalization has both positive and negative implications for the lives of all Indonesians.

One of the adverse consequences of the influence of foreign cultures in Indonesia is the use of the Indonesian language. For centuries, Malay served as a lingua franca, or the language of instruction in a region. The Srivijaya kingdom played a pivotal role in the development of the Malay language. In its struggle for independence, the Indonesian nation required a unifying tool to bring its disparate tribes together. Consequently, Malay was selected as the unifying language of the Indonesian nation. On October 28, 1928, at the Youth Pledge event, Malay was designated as the Indonesian language and also designated as the national language. In the context of globalization, the Indonesian language has undergone a process of preservation and development. The results of a study indicate that a wave of foreign culture is beginning to replace Indonesian, with English emerging as a dominant language. This is largely due to the perception that English offers more benefits, including the ability to secure employment. Another research finding suggests that the younger generation of Indonesia uses more English terms than Indonesian.

There are numerous factors influencing this phenomenon. Some individuals utilize English to enhance their intellectual and slang abilities, while others do so as a result of excessive exposure to the language. This excessive exposure may be due to the prevalence of English in various forms of media, including television and music. The lack of preservation of the Indonesian language may result in the replacement of Indonesian by English as a daily language or the elevation of English to the status of a primary language.

Additionally, the influence of other cultural contexts can facilitate imitation, which is defined as the process by which an individual emulates the behaviors, appearances, and lifestyles of others. In general, those who are less powerful tend to imitate those who are more powerful. For example, the process of change by imitation can occur when two cultures encounter one another. In such instances, the culture with superior elements, such as a high level of technological advancement, may influence the other culture through imitation. This phenomenon can also occur in cultures with a low technology level, where they may imitate

cultures that have a higher level of technological sophistication. The process begins with the introduction of these elements into the culture. Over time, however, the changed cultural elements are replaced by foreign cultural elements. An example of this can be observed in the Indonesian cultural sphere, where Western-inspired clothing designs are now more prevalent than traditional attire, except in certain instances such as wedding receptions and other ceremonial occasions. In a community where there are only a few individuals who can keep up with the pace of modernization and globalization,. This can lead to social inequality, which in turn can have a detrimental impact on the diversity and unity of the Indonesian nation.

#### *Positive Influence of Foreign Culture on Indonesian Language*

The introduction of foreign cultural influences into Indonesian primary education has resulted in notable improvements in students' vocabulary acquisition and foreign language comprehension. Exposure to foreign languages, in particular English, often results in a more extensive vocabulary, with students becoming more familiar with terms and expressions derived from these languages, which are then frequently used in informal contexts. Furthermore, the integration of English into technology, such as computers and the internet, has accelerated the adaptation of students to technical vocabulary that is typically not present in Indonesian especially in Tanjung Sarang Elang, Panai Hulu.

Furthermore, the incorporation of foreign teaching methodologies, such as project-based learning and the integration of digital media in the learning process, facilitates the enhancement of students' competencies in the Indonesian language while simultaneously introducing them to global practices. The utilisation of interactive teaching materials and multimedia adapted from foreign cultures can enhance the appeal and efficacy of the learning experience.

Furthermore, exposure to foreign cultures through the internet and social media also helps students develop digital literacy. They learn to navigate information in different languages and integrate it with Indonesian learning. The ability to access and understand foreign-language content also helps students with school assignments that require research and the use of global information sources. Overall, the influence of foreign cultures provides many benefits that can support the development of language education in in Tanjung Sarang Elang, Panai Hulu primary schools .

#### *Negative Influence of Foreign Culture on Indonesian Language*

It is clear that foreign cultural influences are having a negative impact on Indonesian language acquisition in elementary schools, as evidenced by the prevalence of language mixing or code-switching among students. This is evident in their daily interactions, where they frequently integrate Indonesian with foreign languages, particularly the English language. This practice can impede their understanding of correct Indonesian grammar and structure. Additionally, it can hinder their ability to distinguish between the appropriate times to utilise standard Indonesian and mixed language varieties. When students are accustomed to using words from foreign languages, they may lose the ability to communicate well and correctly in Indonesian in accordance with the applicable rules.

Furthermore, the decline in the quality of Indonesian is a further negative consequence of the influence of foreign cultures, particularly evident in Tanjung Elang and Panai Hulu. The excessive use of foreign words can result in a reduction in the quality of Indonesian language use. For instance, technology and social media terms are frequently adopted directly without the requisite translation, thereby diminishing the richness of the local language. Furthermore, an excessive exposure to foreign languages can foster a sentiment among students that Indonesian is of lesser value and that foreign languages are more "cool" or superior. This attitude can erode pride in the national language and impede the growth and development of Indonesian, which should continue to evolve and enrich itself through consistent and appropriate use.

Furthermore, the influence of foreign pop culture also has a negative impact on the use of Indonesian. Foreign pop culture, such as music, movies and social media, affects the way students speak and behave. They may be more likely to imitate language and communication styles that deviate from the standard norms of the Indonesian language and culture, thereby reducing the opportunity for students to engage with and appreciate the nuances of their own language and culture. When students are more exposed to foreign cultures, they may lose the opportunity to recognize and appreciate the rich cultural and linguistic heritage of Indonesia, which is integral to their identity as Indonesian citizens. It is therefore important to balance the influence of foreign cultures with the strengthening of local cultures and languages so that students can develop into individuals who are able to appreciate, master, and contribute to their own languages and cultures while being open to global cultures.

#### *Strategies to Overcome Negative Influences*

Strategies to mitigate the negative impact of foreign cultures on Indonesian language at Tanjung Elang Elementary School, Panai Hulu necessitate a meticulous and systematic approach. A pivotal measure is the implementation of an equilibrium between multilingual education. Schools should devise a curriculum that permits students to cultivate foreign languages, whilst concurrently emphasising the significance of Bahasa Indonesia. Throughout each educational interaction at school, educators should exemplify the utilisation of proficient and accurate Indonesian, thereby facilitating familiarity with appropriate grammar and structure.

Moreover, integrating local culture into the learning process is of paramount importance. The curriculum should encompass elements of local culture, such as folklore, traditional arts, and local languages, in order to ensure that students remain connected to their cultural heritage. The teaching materials utilized should exhibit a balance between local culture and foreign influences,

thus enabling students to appreciate and comprehend both aspects equally. The use of teaching materials rich in local cultural content can enrich students' learning experience and facilitate the construction of a strong national identity.

Teacher training is also crucial in counteracting the negative influence of foreign cultures. Teachers must be trained to manage foreign cultural influences constructively, including methods to overcome language mixing and maintain the quality of Indonesian. Professional development for teachers should include strategies for using technology and digital media in Indonesian language learning without compromising the value of the local language. This training will assist teachers in integrating technology effectively into the learning process, while ensuring that Bahasa Indonesia remains the primary focus at Tanjung Elang Primary School, Panai Hulu.

It is similarly important to employ technology in a prudent manner. Students should be introduced to technology and digital media in a context that supports Indonesian language learning. For instance, language learning apps that integrate local and global content can be utilized to enhance students' language skills. It is also crucial to ensure that the use of technology in the classroom does not supplant direct interaction in Bahasa Indonesia; instead, it should facilitate the acquisition of the language. The utilization of technology in the learning process should be regarded as a tool that enhances the acquisition of knowledge, rather than a substitute for verbal communication in the Indonesian language.

By implementing these strategies, educational institutions can facilitate the development of robust language skills and an appreciation for the nuances of their own cultural heritage, while simultaneously fostering an openness to global influences. This balanced approach will ensure that the impact of foreign cultures can be effectively managed, thereby preserving the quality and diversity of Bahasa Indonesia in Tanjung Elang Primary School, Panai Hulu.

#### IV. CONCLUSIONS

The cultural environment in which primary education occurs plays an influential role in the manner in which Indonesian is utilized and understood. The impact of foreign cultures on Indonesian in primary education is a multifaceted phenomenon with both positive and negative consequences. While the introduction of foreign cultures can enrich vocabulary and teaching methodologies, the phenomenon of language mixing and the subsequent erosion of Indonesian language standards present significant challenges that must be addressed. The nature of these influences is contingent upon the manner of cultural integration into the educational process. The incorporation of local culture into the Indonesian language curriculum can be an effective pedagogical approach, as it facilitates the acquisition of language skills and fosters an appreciation for the nation's cultural heritage. By implementing strategies that prioritize the integration of local culture and providing adequate training for educators, educational institutions can assist students in developing robust language competencies and a deeper understanding of their cultural identity.

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