

## Integration of Archipelago Values into English Language Instruction in the English Language Education Program at Nusa Cendana University in the Era of Globalization

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### Abstract

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The use of English in learning in the era of globalization provides great benefits, but it can also create challenges to the national identity of the younger generation. This study aims to identify the challenges arising from this phenomenon and the importance of integrating Nusantara values in English learning. This research used a descriptive qualitative method with data collection techniques through two weeks of observation in the English Education Study Program, FKIP, Universitas Nusa Cendana, and interviews with one educator and three students. The results show that the dominant use of English can affect the decline of nationalism and students' interest in local culture. Therefore, English learning needs to be accompanied by the cultivation and integration of Nusantara values so that students can remain globally competent without losing their national identity. Keywords: integration, globalization, values of nusantara, English learning, local culture.

**Keywords:** Integration, Globalization, Nusantara Values

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## INTRODUCTION

The era of globalization has brought numerous changes across various aspects of life, including education, technology, economics, and communication. In this context, English language proficiency is highly important because English has become a key means of accessing information and facilitating cross-border communication, thereby enhancing global competitiveness, as it has now become an international language. Mastery of this language can assist younger generations in adapting to and keeping pace with developments in science and technology, the majority of which are available in English itself.

However, despite these benefits, several challenges have emerged that require careful attention, particularly the decline in the sense of nationalism among Indonesian citizens. This phenomenon is influenced by the increasing dominance of foreign language use, the tendency to imitate foreign lifestyles, and the declining interest in local culture, all of which may contribute to a weakening of nationalism and patriotism. Therefore, efforts are needed to address this issue to ensure that the balance between the influx of foreign cultures and the preservation of local culture remains intact.

One solution that can be applied is understanding and implementing the concept of Wawasan Nusantara (Archipelagic Insight). Wawasan Nusantara emphasizes the importance of maintaining unity, national cohesion, and fostering a sense of love for the diversity of the homeland, namely Indonesia itself. By understanding this perspective, younger generations can take advantage of the opportunities offered by globalization without losing their national identity.

Education plays a crucial role in the process of instilling this perspective. Through education, students not only acquire academic and non-academic skills but also receive character development, nationalism education, and guidance in cultivating awareness as citizens of Indonesia. Education also serves as an appropriate platform for mentoring younger generations so that they can benefit from globalization while upholding nationalism and patriotism.

In this context, the implementation of Wawasan Nusantara values in English language education is highly beneficial because English language learning is not merely a medium for studying a foreign language but can also serve as a platform for introducing Indonesia's cultural diversity, the values of Pancasila, and the spirit of patriotism. This can be achieved by incorporating learning materials that introduce Indonesian culture and national values to students. Through this approach, students can develop global competencies without neglecting their cultural heritage and national values. Therefore, English language learning can contribute to shaping students who possess a global mindset while maintaining a distinct Indonesian identity. Based on the statements above, the author conducted a literature review and identified articles relevant to this study.

One of the articles reviewed was written by students of the Mah Saraswati University of Denpasar, namely Putu Ayu Paramita Dharmayanti and Luh Putu Dian Sawitri, and was published in 2024 under the title "The Integration of Local Wisdom Values in English Language Learning: The Tri Hita Karana Perspective."

The article above shares similarities with the study to be conducted by the author, as it discusses the integration of local wisdom values in English language learning. However, it differs in focus, as the present study concentrates more on cultural diversity within the environment of the University of Nusa Cendana, particularly within the English Study Program, whereas the referenced article examines local wisdom situated in Bali.

Based on the statements above, the author seeks to investigate the challenges of globalization toward the national identity of students in the English Study Program at the University of Nusa Cendana and to examine how the values of Wawasan Nusantara are implemented in the English language learning process within the English Education Study Program at the University of Nusa Cendana, Kupang. The author conducted this research using observation and interview methods. This study focuses on the research problems of identifying the challenges of globalization to students' national identity and examining how the implementation of Wawasan Nusantara values in English language learning can prevent the weakening of students' national identity. Through this study, the author hopes to provide a positive contribution to readers and offer useful insights for educational institutions, particularly the University of Nusa Cendana.

## **LITERATURE REVIEW**

## **Integration**

The term *integration* originates from the Latin word *integrare*, which means “to make whole” or “to bring together into a complete unit.” In addition to this etymological meaning, the author also identified several definitions of integration proposed by scholars. According to Khozin, Haris, and Asrori (2021), in their article on curriculum integration, integration is explained as the process of combining various disciplines, concepts, or learning materials so that students can understand a problem comprehensively and meaningfully. Integration helps students connect different pieces of information acquired throughout the learning process. Furthermore, Ezki, Salam, and Saleh (2021), in their study on character education integration, define integration as the process of incorporating and connecting specific values into learning activities so that these values become an inseparable part of the teaching and learning process.

Based on the definitions above, the author concludes that integration refers to the combination of two different elements into a unified whole. In the context of this study, the integration of *Nusantara* values into English language learning refers to the incorporation of two educational elements, namely English language instruction and the cultivation of nationalism, which are utilized collectively as a learning medium.

## **Globalization**

Etymologically, globalization derives from the English word *globalize*, which means universal or comprehensive, combined with the suffix *-ization*, resulting in the term *globalization*, which refers to the process of becoming worldwide. Globalization can therefore be understood as the process through which information, ideas, lifestyles, and technology spread across the world. As cited in the journal *The Influence of Globalization on the Existence of Regional Cultures in Indonesia* by Donny Ermawan T., MDS, globalization is a term associated with increasing interconnectedness and interdependence among individuals and nations worldwide through trade, travel, communication, and various forms of interaction, making national boundaries appear increasingly narrow.

According to Nayef R. F. Al-Rodhan (2008), globalization is a process of international integration that occurs through the exchange of worldviews, products, ideas, and other cultural aspects. Globalization exerts a significant influence on every nation. Based on the definitions presented above, the author concludes that globalization is an unavoidable gateway to the wider world. Therefore, English language learning in the contemporary era should integrate *Nusantara* values so that students are able to compete globally while remaining rooted in their national identity. Globalization should not be viewed as a force that erodes culture, but rather as an opportunity to introduce and promote it to the international community.

## **Nusantara Values**

Through a review of the literature, the author identified several scholarly perspectives regarding *Nusantara* values. According to Nadia Aulia, Indah Elyza Sihite, Dela Septemberiyani, and Zahra Sylvania (2023), *Nusantara* values represent an understanding of Indonesia’s cultural, historical, geographical, and national diversity, which serves to strengthen national identity and shape

responsible citizens who possess a strong sense of patriotism. Meanwhile, Vika Malinda and Fatma Ulfatun Najicha (2023) argue that *Nusantara* values function as guidelines for preserving and strengthening national culture amid the forces of globalization and westernization, thereby safeguarding the nation's identity.

Based on the definitions above, the author concludes that *Nusantara* values constitute a concept frequently used to represent Indonesia's rich diversity while simultaneously promoting nationalism and love for the homeland. These values play an important role in preserving national identity and ensuring that future generations remain connected to their cultural heritage despite the challenges posed by globalization.

## **RESEARCH METHOD**

### **Data Collection Methods**

#### **Observation**

In the data collection process, the author conducted observations over a period of two weeks. After carrying out observations in the English Education Study Program and posing open-ended questions to students, the author found that the learning process in the English Education Study Program at the University of Nusa Cendana is not solely focused on developing language skills. Rather, in designing instructional materials, lecturers also incorporate *Nusantara* values into the learning modules of every course that teaches English. These values are integrated across various language learning components, including reading, speaking, writing, listening, and English structure courses.

#### **Interview**

During the research process, the author conducted interviews with students and lecturers as research participants. This activity was carried out on Thursday, June 11, 2026. The author began the interview process with Prof. Drs. Tans Feliks, M.Ed., Ph.D., one of the lecturers who teaches students in the English Education Study Program at the University of Nusa Cendana. Following this interview, the author proceeded to interview three additional participants, namely Farel Julian Lay Moy, Leonel Alfa Nuban Dearlovemarch Tuthaes, and Grandy Abraham Matatula, who are students enrolled in the English Education Study Program at the University of Nusa Cendana. From these interviews, the author found that the teaching and learning process within the English Education Study Program integrates two distinct elements, namely *Nusantara* values and English language learning as a foreign language.

#### **Data Analysis Method**

The author employed a descriptive qualitative method to analyze the data obtained from interviews and observations, which were initially in the form of raw and abstract data. By utilizing this method, the author was able to examine and interpret the data in a clearer and more detailed manner, enabling readers to understand the findings of this study more easily.

## **RESULTS AND DISCUSSION**

### **Challenges of Globalization to the National Identity of Students in the English Education Study Program at the University of Nusa Cendana**

National identity is the distinctive character of a nation that differentiates it from others. Indonesia's national identity is reflected in the values of Pancasila, the Indonesian language, local cultures, the spirit of unity, nationalism, and respect for diversity. As a young generation being prepared to become educators and professionals in the field of language, students of the English Education Study Program occupy a highly strategic position while simultaneously being vulnerable to the influences of globalization. This condition arises because they interact intensively with foreign languages and cultures throughout both the learning process and their daily lives. Based on the data obtained, the challenges faced by students are as follows.

### **1. The Dominance of Foreign Culture in Students' Lives**

One of the primary challenges of globalization is the increasing influence of foreign cultures in students' lives. As students of the English Education Study Program, they not only study linguistic aspects but also various cultural elements embedded within the language. Learning materials frequently incorporate the cultures of English-speaking countries such as the United States, the United Kingdom, Australia, and Canada. Furthermore, students consume various forms of global cultural products, including Hollywood films, international music, television series, podcasts, and English-language social media content.

Continuous exposure to foreign cultures can influence students' ways of thinking, lifestyles, and preferences. In some cases, foreign cultures are perceived as more modern, attractive, or advanced than local cultures. Consequently, there is a tendency to adopt foreign cultural practices without applying critical evaluation. If this situation continues, students may experience a decline in their sense of pride toward Indonesian culture and the local cultures of East Nusa Tenggara, which constitute important components of their national identity.

### **2. The Declining Use of Indonesian and Regional Languages**

Language is one of the fundamental elements of national identity. In Indonesia, Bahasa Indonesia functions as the national language that unites people from diverse ethnic and regional backgrounds. At the same time, regional languages possess significant value as symbols of local cultural identity.

Globalization has encouraged the widespread use of English in education, technology, business, and international communication. Students in the English Education Study Program are required to develop strong English language proficiency in order to compete globally. However, in practice, the increasingly dominant use of English may create a tendency to reduce the use of Bahasa Indonesia and regional languages in daily life.

The phenomenon of mixing English and Indonesian in both spoken and written communication is becoming increasingly common among university students. Although this may be regarded as a form of bilingual competence, excessive usage can diminish appreciation for Bahasa Indonesia as the national language. Furthermore, the use of regional languages is also at risk of declining because they are often considered less relevant in academic and professional environments. If left unaddressed, this condition may weaken students' linguistic identity.

### **3. Changes in Mindsets and Life Values**

Globalization not only brings changes in cultural and linguistic aspects but also influences societal mindsets and value systems. Values commonly associated with global culture often emphasize individualism, personal freedom, competition, and achievement-oriented perspectives. In contrast, Indonesian society has traditionally upheld the values of mutual cooperation, togetherness, tolerance, and deliberation.

Students who frequently access global information through the internet and social media may adopt such values without considering their compatibility with Indonesian culture. As a result, a shift may occur from collective orientations toward more individualistic perspectives. This transformation can influence the way students interact socially, both within the university environment and in society at large. In the long term, uncontrolled changes in values may reduce students' attachment to national values that have long served as the foundation of Indonesia's national identity.

#### **4. Declining Awareness of Nationalism and Patriotism**

Globalization provides opportunities for students to become part of a global society. They can communicate with individuals from various countries, follow international developments, and even pursue educational or career opportunities abroad. Although these opportunities offer significant benefits, they also carry the risk of reducing attention to national issues.

Some students may become more interested in international cultural developments and global events than in issues occurring within their own country. Without adequate civic and national education, this situation may lead to a weakening sense of nationalism and patriotism. Nationalism does not imply rejecting globalization; rather, it refers to the ability to maintain love and commitment to one's nation while remaining open to the international community. Therefore, students need to recognize that global competence should develop alongside a commitment to contributing to Indonesia's national development.

#### **5. The Influence of Social Media on Identity Formation**

The advancement of digital technology and social media has become one of the primary factors accelerating globalization. Platforms such as Instagram, TikTok, YouTube, Facebook, and X enable students to access information from around the world almost instantly.

Students in the English Education Study Program generally have broader access to international content due to their language proficiency. This provides significant advantages in acquiring knowledge and global perspectives. However, social media also serves as a channel for the dissemination of trends, lifestyles, cultural values, and ideologies that may not necessarily align with the characteristics of Indonesian society.

The vast amount of information available can influence how students perceive themselves, local cultures, and their national identity. Without strong critical thinking skills and digital literacy, students may passively accept global influences without evaluating their potential consequences.

#### **6. Conflict Between Global Identity and National Identity**

Students in the English Education Study Program face a unique situation because they are expected to develop global competencies while simultaneously

preserving their national identity. English language proficiency is often associated with international mobility, access to global education, and broader employment opportunities. Consequently, students are required to adapt to global standards and cultures.

However, this process often generates identity conflicts. On one hand, students aspire to become part of a modern and open global community. On the other hand, they bear the responsibility of preserving Indonesian cultural values and national identity. Such conflicts may create uncertainty regarding self-identity if they are not balanced by a strong understanding of the nation's character and heritage.

Students must realize that becoming global citizens does not require abandoning their national identity. On the contrary, national identity can become a distinctive strength that differentiates them from members of the global community.

### **Integration of Nusantara Values in English Language Learning**

Based on the data collected by the author, the integration of *Nusantara* values into English language learning can be implemented through the selection of instructional materials that are relevant to Indonesian culture. To date, many English language teaching materials have been predominantly oriented toward Western cultures, resulting in students becoming more familiar with foreign cultures than with their own national heritage.

To address this issue, lecturers can utilize reading texts, dialogues, articles, short stories, and videos that highlight *Nusantara* cultural themes. For example, students may study English-language texts discussing the Pasola tradition in Sumba, the Kecak Dance in Bali, traditional houses from various regions, customary ceremonies of East Nusa Tenggara communities, and diverse forms of local wisdom found throughout Indonesia. Through this approach, students not only learn English vocabulary and grammatical structures but also broaden their understanding of Indonesia's rich cultural heritage.

In addition to instructional materials, the integration of *Nusantara* values can also be achieved through the application of appropriate teaching methods. Collaborative learning activities, such as group discussions, group projects, and joint presentations, can serve as effective means of instilling the values of mutual cooperation and teamwork. Through these activities, students are encouraged to assist one another, share responsibilities, respect differing opinions, and demonstrate accountability for collective outcomes. The value of *gotong royong*, which is a hallmark of Indonesian society, can therefore be practiced directly within the English language learning process, enabling students to gain not only academic competencies but also meaningful social experiences.

The values of tolerance and respect for diversity can likewise be developed through English language learning. Indonesia is a country characterized by remarkable diversity in ethnicity, religion, language, and culture. Such diversity must be understood and appreciated by younger generations to foster harmonious social relationships. In English language classrooms, students can be encouraged to engage in discussions concerning both Indonesian cultural diversity and global cultural diversity. Through debates, discussions, and exchanges of opinions,

students learn to express ideas respectfully, appreciate differing viewpoints, and cultivate open-minded attitudes toward diversity. The communication skills developed through English language learning thus become a medium for strengthening tolerant and democratic character.

Furthermore, patriotism can be integrated through assignments that encourage students to introduce Indonesian culture to international audiences. For example, students may be assigned to create essays, digital posters, promotional videos, or English-language presentations about local cultures, tourist destinations, traditional cuisine, or inspiring Indonesian figures. Through such activities, students practice using English as a global communication tool while simultaneously demonstrating pride in their national identity. The ability to introduce Indonesian culture to the international community represents a tangible manifestation of nationalism in the era of globalization.

Within the context of the English Education Study Program, the integration of *Nusantara* values carries an even more strategic significance. As future English language educators, students are expected not only to master linguistic competencies but also to possess the ability to instill character values in future learners. Therefore, the learning process in higher education should provide experiences that enable students to understand the relationship between language, culture, and national character. Consequently, when they become teachers, they will be capable of developing English language instruction that is not solely oriented toward linguistic competence but also toward character development.

The integration of *Nusantara* values in English language learning also serves as one of the solutions for addressing the challenges of globalization to national identity. Globalization often introduces foreign popular cultures that may displace local values if they are not approached critically. The use of English is sometimes perceived as synonymous with Western culture, leading some young people to become more interested in adopting foreign cultures than understanding their own.

Through the integration of *Nusantara* values, students are encouraged to recognize that mastering English does not require abandoning their national identity. On the contrary, English can be utilized as a means of introducing Indonesian culture to the global stage. Furthermore, this approach supports the development of global citizens who maintain strong cultural roots. Students can interact with international communities, access diverse sources of knowledge, and follow global developments through English without losing their pride as Indonesians. They become capable of critically filtering global influences while preserving values that align with the character of the Indonesian nation.

## **CONCLUSION**

Based on the research conducted, the author concludes that globalization not only creates numerous opportunities for human resource development and national progress but also poses potentially destructive impacts that may weaken national identity, particularly within educational institutions that teach English as a foreign language. Therefore, the integration of *Nusantara* values into English language learning represents an important and relevant effort in contemporary education.

Such integration not only supports the improvement of English language proficiency but also contributes to cultural preservation, the strengthening of national identity, and the development of students' character. Through the use of instructional materials rooted in local culture, learning methods that promote the values of mutual cooperation (*gotong royong*) and tolerance, as well as assignments that encourage the promotion of Indonesian culture, English language learning can serve as an effective medium for producing a generation of young people who are globally competent, possess strong character, and continue to uphold the noble values of the *Nusantara*.

Therefore, the integration of *Nusantara* values into English language learning should continue to be developed as an integral component of educational strategies aimed at addressing the challenges of globalization while safeguarding the sustainability of Indonesia's national identity.

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