

The Influence of English Language Learning on the Development of Civic Character among Students in the English Language Education Study Program at Nusa Cendana University

Kezya Arete Rosamor Ndoen¹, Grandy Abraham Matatula², Lilis Stasya Atabunanim³, Lionel Alfa Nuban Dearlovemarch Tuthaes^{4,5}, Greis Evalinda⁵, Alfret Benu⁶

^{1,2,3,4,5,6} Nusa Cendana University, Kupang, Indonesia

Abstract

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This study aims to analyze the influence of English language learning on the development of civic character among students in the English Language Education Study Program, Universitas Nusa Cendana. The methods used include interviews and observations over a period of two weeks, involving lecturers and students as sources of information. This study shows a positive influence of English language learning on the development of civic character among students. Through the learning process, students not only master the language but also gain insight into various principles of democracy, human rights, and cultural diversity. Collaborative activities in learning, such as discussions and presentations, also contribute to shaping their sense of responsibility and active engagement. Nevertheless, challenges arise from the negative influence of foreign culture, which sometimes threatens national values. Therefore, the development of a critical attitude and the cultivation of strong civic values are needed so that students are able to adapt in the era of globalization without losing their national identity. This study recommends the integration of civic values into the English language learning curriculum to create a younger generation with civic character and a global perspective.

Keywords: Civic Character, Education, English Language Learning.

(*) Corresponding Author: kezyaareterosamor@gmail.com

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INTRODUCTION

Globalization has profoundly influenced various aspects of contemporary life, including education, transportation, communication, and international diplomatic relations. In this context, English plays a pivotal role as the global lingua franca, facilitating communication among individuals from diverse linguistic and cultural backgrounds. Proficiency in English enables younger generations to adapt to the rapid advancement of technology and globalization while enhancing their competitiveness in the global arena.

Despite the numerous benefits brought about by globalization, it also presents significant challenges that have gradually emerged as serious concerns. The increasing emphasis on English language learning may inadvertently weaken the civic character of younger generations. This issue is particularly evident in the diminishing sense of nationalism, especially in language use, as many young people tend to show greater interest in learning English than in preserving and using the Indonesian language. Consequently, preventive measures are required to

ensure that English language learning can be effectively implemented without undermining students' civic character, particularly at the university level.

One of the most effective strategies is to integrate civic values into English language learning itself. The civic values referred to in this study include fostering national unity, strengthening patriotism, and promoting appreciation for Indonesia's rich cultural heritage. Integrating these values into English language instruction enables young people to adapt to the demands of an increasingly globalized world while maintaining their national identity.

Education plays a fundamental role in implementing this strategy. Educational institutions are expected not only to develop students' academic competencies but also to cultivate and reinforce their sense of nationalism and civic responsibility. Furthermore, education provides an appropriate environment for guiding younger generations in utilizing the rapid advancement of science and technology while preserving the values that shape their national identity.

Based on these considerations, the authors conducted a literature review and identified a relevant study entitled "*Implementation of Character Education in English Language Learning*" by Gede Sutrisna, a student of the English Language Education Study Program, Faculty of Teacher Training and Education, Dwijendra University.

The study shares similarities with the present research because both examine the relationship between character education and English language learning. However, the focus differs substantially. While the previous study primarily investigated the implementation of character education within English language instruction, the present study specifically examines the influence of English language learning on the development of university students' civic character.

Based on the aforementioned background, this study addresses two principal research questions: (1) How does English language learning influence the development of university students' civic character? and (2) How do students of the English Language Education Study Program at Nusa Cendana University respond to the negative influences of foreign cultures encountered during the English language learning process? Accordingly, this study aims to provide educational insights into the influence of English language learning on the development of the civic character of students enrolled in the English Language Education Study Program at Nusa Cendana University.

Literature Review

Civic Character

According to Kadji (2022), in the article entitled "*Educational Problems: Questioning the Relevance of Civic Education in Shaping the Character of the Younger Generation*," civic character refers to a set of attitudes, values, and behaviors demonstrated by citizens through the responsible exercise of their rights and obligations in accordance with the values of *Pancasila*. Civic character is developed through civic knowledge, civic skills, and civic dispositions. Similarly, Korompis (2025) argues that civic identity extends beyond an understanding of individuals' rights and responsibilities as citizens. It also encompasses the development of attitudes and behaviors that reflect the principles of *Pancasila*, the

1945 Constitution of the Republic of Indonesia, and a strong sense of nationalism. In the article entitled "*The Development of Civic Character in Educational Settings*," Korompis emphasizes that the development of civic character within education requires a holistic and contextual approach by integrating cognitive, affective, and psychomotor domains in a balanced manner. Such development cannot be achieved through isolated efforts but requires the involvement of the entire educational ecosystem—including schools, families, and communities—through innovative learning models such as local wisdom-based learning, democratic simulations, civic debates, community exploration, and digital literacy programs.

Based on the perspectives presented above, the authors conclude that civic character refers to individuals' everyday behaviors in social and national life that contribute to the growth and development of democracy. These behaviors are reflected in the implementation of the values of *Pancasila* in daily life.

Education

Etymologically, the term *education* originates from the Ancient Greek word *paidagogikē*, which is derived from *pais* (child) and *agogos* (to guide), literally referring to the process of guiding a child. In addition to this etymological definition, the authors identified several scholarly definitions of education. According to Pristiwanti, Badariah, Hidayat, and Dewi (2022), in the article entitled "*The Concept of Education*," education is defined as a conscious and well-planned effort to assist learners in developing their potential, including knowledge, skills, and attitudes, so that they are capable of fulfilling their responsibilities within society. Likewise, Sihaloho, Pratiwi, Sari, Aini, Yunita, and Winanda (2023), in the article entitled "*The Development of Educational Concepts and the Classification of Education*," define education as a deliberate process aimed at transforming individuals from a state of ignorance to one of understanding while improving their patterns of thinking and behavior.

Based on these definitions, the authors argue that education is a conscious and systematic process designed to facilitate the development of individuals' potential. Education is intended not only to enhance knowledge but also to cultivate skills, attitudes, and positive character traits. Through education, individuals experience changes in their ways of thinking, behaving, and acting, enabling them to confront various challenges while actively and responsibly participating in society. Therefore, education serves as an essential means of developing individuals' overall quality and enabling them to become better persons who contribute positively to their communities.

English Language Learning

According to Widagdo (2021), in the article "*Teaching English Pronunciation: Challenges of Teaching EFL in Non-English-Speaking Countries*," English language learning is a learning process that requires students to develop effective communication skills in the target language through mastery of the four fundamental language skills: listening, speaking, reading, and writing. Similarly, Warmadewi et al. (2021), in the article "*Culture-Based Communicative English Language Learning*," define English language learning as the process of

learning a foreign language that emphasizes not only language proficiency but also cultural understanding, enabling learners to communicate effectively without losing their cultural identity.

Based on these perspectives, the authors conclude that English language learning is an instructional process aimed at developing students' ability to use English effectively through the acquisition of language skills. Beyond functioning as a means of communication, English language learning also contributes to enhancing learners' understanding of cultural diversity while helping them preserve their cultural identity and values amidst the dynamics of globalization. Consequently, English language learning is oriented not only toward linguistic competence but also toward the development of positive attitudes, broader intercultural awareness, and the ability to interact effectively within diverse social and cultural environments.

RESEARCH METHOD

As part of the data collection process, the researchers conducted a two-week observation in the English Language Education Study Program at Nusa Cendana University. Upon completion of the observation, data collection was continued by administering open-ended questions to students in order to obtain more in-depth information related to the research topic. The findings indicated a relationship between English language education and students' civic character. Specifically, the researchers identified several recurring challenges within the English Language Education Study Program, including the weakening of national identity and a declining sense of patriotism among students.

To enrich the research findings, the researchers also conducted interviews with lecturers and students who served as the study participants. The interviews involved Greis Evalinda, S.Pd., M.Pd., a lecturer in the English Language Education Study Program at Nusa Cendana University, as well as two student participants, Farel Juliant Lay Moy and Glori Meilani Germiana Tolan. The interviews were conducted on Thursday, June 11, 2026. The findings revealed a meaningful relationship between English language education and the development of students' civic character, as reflected in the perspectives shared by both the lecturer and the student participants.

This study employed a descriptive qualitative research method. The researchers selected this approach because the collected data were initially general and abstract in nature. Accordingly, the descriptive qualitative method enabled the researchers to describe and interpret in detail the influence of English language learning on the development of students' civic character from the perspectives of both lecturers and students. This approach was expected to facilitate readers' understanding of the research findings and the issues discussed in the present study.

RESULTS AND DISCUSSION

The Relationship between English Language Education and the Development of Students' Civic Character

English language education contributes positively to the development of students' civic character because the learning process extends beyond language

acquisition. It also exposes students to diverse global perspectives, democratic principles, human rights, cultural diversity, and various social issues from different countries. Such learning experiences encourage students to become more open-minded, tolerant, reflective, and appreciative of diversity while fostering critical thinking and prompting them to reconsider their national identity within a global context.

Furthermore, instructional activities such as classroom discussions, presentations, and collaborative group work promote students' sense of responsibility, teamwork, and active participation. Consequently, English language proficiency provides students with opportunities to communicate effectively in international settings without compromising their identity as Indonesian citizens. At the same time, it contributes to the development of positive civic character traits, including democratic responsibility, respect for diversity, and awareness of their roles as active citizens within both local and global communities.

For students enrolled in the English Language Education Study Program at Nusa Cendana University, English language proficiency also prepares them to become future educators who are capable of instilling civic values, tolerance, and respect for cultural diversity in future generations.

Responding to the Negative Influence of Foreign Cultures in English Language Learning

Many students recognize that not all cultural values introduced through English language learning are compatible with the norms and values upheld in Indonesian society. Consequently, they tend to adopt a selective and critical approach when responding to the influence of foreign cultures. They embrace positive values such as discipline, open-mindedness, a strong work ethic, and respect for diversity, while consciously rejecting cultural values that conflict with Indonesian cultural traditions and social norms.

Nevertheless, the rapid expansion of communication and information technologies has significantly increased access to foreign cultures, making it increasingly difficult to avoid their potential negative influences. In some cases, these influences may subtly shape students' ways of thinking, leading certain values that are inconsistent with Indonesian cultural principles to become gradually perceived as acceptable. Therefore, the critical thinking skills developed throughout the learning process play a crucial role as an intellectual filtering mechanism, enabling students to engage with global perspectives while preserving the values of *Pancasila* and their national identity as the fundamental foundation of their worldview.

By adopting such an approach, learning English becomes not only a means of expanding global knowledge and intercultural understanding but also an opportunity to preserve local cultural values and strengthen students' sense of patriotism and commitment to their nation.

CONCLUSION

Based on the findings of this study, the authors conclude that English language education has a positive influence on the development of the civic

character of students in the English Language Education Study Program at Nusa Cendana University. In addition to enhancing students' English language proficiency, the learning process contributes to the development of tolerance, critical thinking, and a sense of responsibility. However, these positive outcomes alone are insufficient to address the adverse effects of globalization. Therefore, English language learning should be complemented by strengthening national values and civic character education to ensure that students develop into globally minded young citizens without losing their national identity as members of the Indonesian nation.

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