

Strengthening National Identity Through The Development Of Indonesian Language E-Modules In Academic Settings In The Society 5.0 Era

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Abstract: *Students face challenges in Indonesian language proficiency, especially those who are not native speakers or come from regions with dominant local languages, causing difficulties in understanding academic materials. This study aims to strengthen students' identity as Indonesians through the national language, with collaborative efforts from universities, lecturers, and students. Steps such as the development of an Indonesian Language E-Module, enhancement of language education, and balanced language use can support the sustainability and diversity of languages in the Era of Society 5.0. This research uses the R&D Development method to produce products and test their effectiveness, involving problem identification, planning, data collection, analysis, prototype development, and evaluation. The study focuses on active students at Universitas Nahdlatul Ulama Sunan Giri, with 20 randomly selected participants. Data were collected through questionnaires and an observation approach. Results show the strengthening of national identity among students, with scores ranging from 6.8 to 8.2. Students are active in nationalism, civic education, local research, campus organizations, and national discussions; however, participation in cultural arts and the preservation of local languages needs improvement. The use of social media to support national identity is also positive, though some areas still require enhancement. The Indonesian Language E-Module received an average score of 3.39, "Valid / No Revision Needed," excelling in writing skills and academic discussions despite spelling and grammatical errors. Revisions are recommended to ensure optimal benefits for users.*

Keywords: *National Identity; Development of Indonesian Language E-Module; Society 5.0 Era.*

INTRODUCTION

The Indonesian language, as the official and national language of Indonesia, plays a very important role in the daily lives of Indonesian people. The "Enhanced Indonesian Spelling" (Ejaan Bahasa Indonesia yang Disempurnakan) is the official spelling rule that governs the correct way of writing in Indonesian. This book includes guidelines on word spelling, punctuation use, wordhyphenation, and various other aspects related to writing Indonesian correctly and consistently. (Abdurachman 2005) In this context, Indonesian is not only considered as a means of communication, but also as a symbol of Indonesia's national identity and nationhood. The use of correct and consistent spelling is considered essential in maintaining the integrity and clarity of the Indonesian language as an effective and efficient communication tool. The definition of language is a complex communication system used by humans to convey thoughts, ideas, emotions, and information between individuals or groups. Language has an

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organized structure, including rules of grammar, vocabulary, and phonology, which allows users to arrange words into meaningful sentences (Crystal 2019). According to

(Rizandi, M., &Aprisari 2022) that a language is used and used to convey a purpose, idea, idea or emotional feeling to other individuals. Although this language unites various ethnic groups and diverse cultures, there are several problems that can be identified related to the use and development of Indonesian in society. Some of these problems include the influence of foreign languages, along with globalization and technological advances, many words absorbed from foreign languages that enter Indonesian. This can lead to the possibility of losing the authenticity and flexibility of Indonesian. The use of slang, the emergence of slang terms that continue to grow among young people. While this is part of the evolution of language, sometimes the use of slang can lead to incomprehension between generations or groups of people. Level of Education and Language Skills: Some sections of society may face obstacles in mastering Bahasa Indonesia well. The level of education and language skills can affect one's ability to communicate effectively. Regional Language Problems, A regional language is a language spoken by an ethnic group or community in a particular region within a country. In Indonesia, there are many diverse regional languages, including regional languages in Java, Sumatra, Kalimantan, Sulawesi, Papua, and other regions (Arifin 2009). In addition, Indonesian is also rich in regional language diversity. However, some regional languages face the risk of extinction due to the lack of understanding and use by the younger generation. Education gap, there is a gap in access to education in various regions in Indonesia. This can affect people's ability to master Indonesian well. Grammar and Spelling, although there are official grammar and spelling rules, there are still variations in their use. Some people may not follow these guidelines, which can lead to inconsistencies in writing and communication. The maintenance and development of the Indonesian language requires the joint attention of the community, educational institutions, and the government. Education Gap Not all segments of society have equal access to quality education. Education is a systematic process designed to transfer knowledge, skills, values, and culture from one generation to the next. It involves interaction between teachers and students in various educational institutions, such as schools, colleges, and other training institutions (Darling-Hammond. 2010). Habullah (2011) explains that education is defined as an effort carried out by a person or group of other people so that they become adults or reach a higher level of living or livelihood in a mental sense. Inequality in access to education can lead to gaps in mastery of the Indonesian language, creating differences in understanding and sentiment towards the language. Stigma against Dialect or Regional Language, in some cases, there is a negative stigma against dialects or regional languages, which can influence views on the Indonesian language. Sentiments of superiority towards a certain dialect or regional language can create inequality and disagreement in society. Mismatch with Technological Progress The development of technology and social media has brought changes in how people communicate. Negative sentiment can arise if the Indonesian language is seen as unable to adapt to new trends in communication. It should be remembered that sentiment towards language is subjective and can vary between individuals and community groups.

Education, open dialogue, and efforts to understand and appreciate the variety of languages and cultures can help overcome some of the issues around sentiment towards the Indonesian language. Darmo (2015) explains research results stating that the millennial generation has unique characteristics compared to previous generations. Weak national identity caused by language can occur due to several factors. Although Indonesian has become the official language and symbol of national identity in Indonesia, there are some issues that can affect the strength of national identity through language. Globalization and Mass Media can introduce more dominant foreign languages. The use of foreign languages in media, especially in the era of the internet and social media, could influence the language preferences and identity of the society. Imbalance in Language Use, the use of regional languages or foreign languages in certain social or professional environments, without a balanced approach towards Indonesian, can create an imbalance in national identity. Lack of Use of Indonesian Language in Popular Culture, language often reflects national culture and identity. If Indonesian is less dominant in art, music, or popular entertainment, then national identity could weaken. Mismatch with Technological Progress, the development of technology and social media has brought changes in how people communicate. The Indonesian language may not always be able to accommodate new trends in communication, which can create gaps in understanding and acceptance. The term "student" refers to an individual who is undergoing education at a university or higher education institution. Students are typically involved in academic activities, research, self-development, and other activities that support their learning and personal growth processes (Marzuki 2021). Students at here face various issues related to the Indonesian language. Some common problems that students often face within the university environment in the context of the Indonesian language include: Limited Language Proficiency. Students face challenges in Indonesian language proficiency, especially for those who are non-native speakers or come from regions with a dominant regional language. Students often have difficulties in writing papers, essays, or delivering academic presentations in good and correct Indonesian. Some students experience difficulties in expanding their vocabulary and developing language styles that conform to academic norms. Students who study in Indonesian may face difficulties in understanding complex academic materials, especially at higher levels such as university. Difficulties in grasping learning materials, especially in Indonesian language lectures, can be a challenge in itself for students. The solution to this problem involves joint efforts from universities, lecturers, and the students themselves to improve the quality of Indonesian language teaching, provide adequate resources, and encourage effective language practices both inside and outside the classroom. National identity is a social construction that encompasses the collective awareness of a group of people towards shared cultural, historical, linguistic, traditional, and value similarities that distinguish them from other groups, and form the basis for a sense of national solidarity. National identity often becomes an important foundation in nation-building and influences various aspects of social, political, and cultural life.(Smith 2020) To address the weakness of national identity that may be caused by language issues, steps

need to be taken, such as strengthening national identity through the preservation and development of the Indonesian language, understanding the importance of the Indonesian language as a symbol of national identity, improving language education, and balanced use of the language in various contexts. These efforts can help strengthen and maintain national identity through language. Therefore, a study and analysis of strengthening national identity through the preservation and development of the Indonesian language in the era of globalization is needed.

METHODS

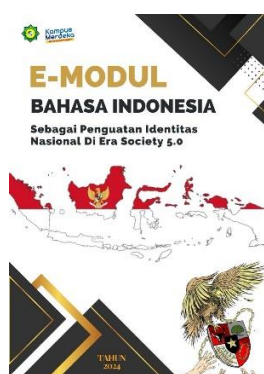
The method used in this development is the research and development (R&D) method. The research and development method is a method used to produce a certain product, and test the effectiveness of that product (Sugiyono 2019). The R&D method is a structured approach to finding innovative solutions or improving existing products, services, or processes. The process includes stages of problem identification, planning, data collection, analysis, prototyping, and evaluation, and is usually carried out by a team of experts with a scientific approach. The stages of the R&D method can be presented as follows: 1) Problem Identification: This initial stage involves determining the problem or need to be solved or met through innovation or development. Planning: Here, long-term and short-term goals are set, as well as strategies to achieve them. Work plans, resource allocation, and schedules are also designed. 2) Data Collection: Relevant and required data to understand the identified problem or need is collected from various sources such as literature, surveys, interviews, or experiments, 3) Analysis: The collected data is evaluated and analyzed to identify relevant patterns, trends, or relationships for problem-solving or product/process development, 4) Prototype Development: Based on the analysis results, a prototype of the product, service, or process is developed. This prototype could be an initial model, simulation, or demonstration illustrating the proposed concept or solution, 5) Evaluation: The prototype is comprehensively evaluated to test its effectiveness, reliability, performance, and user satisfaction. The evaluation results determine whether the proposed solution meets the initial needs and expectations. After the evaluation stage, the next steps may involve refining the prototype, further testing, and eventually implementing the developed solution. This process is often iterative, with repeating or improving stages over time and experience. The focus of this research is on students currently active at Nahdlatul Ulama Sunan Giri University. They will be asked to provide comments on a questionnaire that will be distributed by the researcher. The sample size taken is 20 people, randomly selected considering the language used. The collected data is filtered by first reading the language used, as this research focuses on language errors that meet certain criteria. The data collection process in this research involves several methods, including observation, where respondents listen to questions posed by the researcher. After the evaluation stage, the next steps may involve refining the prototype, further testing, and eventually implementing the developed solution.

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RESULT AND DISCUSSION

Assessment of strengthening national identity through the development of Indonesian language e-modules in the academic environment in the era of Society 5.0

The following is a complete explanation of the score results with the assessment guidelines for student evaluation results, including the calculation of the average questionnaire score and validation criteria from 20 subjects based on the Strengthening National Identity indicator.



Gambar 4.1 Modul Bahasa Indonesia

Table 4.1 Student Assessment Results

No.	Criteria	Score
1.	Correct answer, correct steps	10
2.	Incorrect answer, correct steps	8
3.	Correct answer, incorrect steps	6
4.	Incorrect answer, incorrect steps	4

This criterion is used to assess student answers based on the correctness of the answers and the steps of the process. Each correct answer and the correct steps get the highest score of 10, while the wrong answer with the wrong steps gets the lowest score of 4.

The scores of the 20 subjects are given as follows:

Table 4.2 Subject score results

Subjek	Skor
1. Infitahatus Zahrotul Faroh	10
2. Mega Putri Ayu	8
3. Siti Fatimmatus Zahro	6
4. Dina Selvi Rahmadani	10
5. Nihayatul Kusniati	8
6. Kurnia Zakiatul Fakhroh	6
7. Barikni Kharisatal Ainiah	10
8. Putri Febriana	8
9. Al Askha	6
10. Nur Aisyah Darmi Dinasty L	10
11. Erfatun Nabila	8
12. Zulia Fatliyatun Nisa	6
13. Septia Mumtazzah	10
14. Ani Novi Ramadhani	8
15. Ina Nanik Indriasih	6
16. Nila Liani Seftia	10
17. Abidatul Hasanah	8
18. Muhamad Zainal Abidin	6
19. Nina Febri Nuryanti	10
20. Putri Oktavia R	8

Calculating the Average Value of Questionnaires

Total score ($\sum \square \sum x$) = 10 + 8 + 6 + 10 + 8 + 6 + 10 + 8 + 6 + 10 + 8 + 6 + 10 + 8 + 6 + 10 + 8 + 6 + 10 + 8 + 6 + 10 + 8 = 164

Number of subjects (n) = 20

The average value ($\square \bar{X}$) is calculated by the formula:

$$\square \bar{X} = \frac{\sum \square \square}{n} = \frac{164}{20} = 8.2$$

Table 4.3 Validity Criteria for Average Score Analysis

Average Score	Validation Category
3.26 - 4.00	Valid / no revision needed
2.51 - 3.25	Quite valid / no revision needed
1.76 - 2.50	Less valid / partial revision
1.00 - 1.75	Not valid / total revision

Based on this table, the average score of 8.2 falls into the “Valid/Not revised” category.

Categorization Based on Average Score

Average score 8.2

Validation Category: Valid/Not revised

1. Participation in Nationalism Activities

Measures student involvement in activities that foster the spirit of nationalism such as commemoration of independence day, social service activities, or other national activities. Average score: 7.3 Description: Students' participation in nationalism activities shows a good and fairly consistent level of involvement. This reflects the growing spirit of nationalism among students.

2. Civic Education

Measures active participation in courses or extracurricular programs that strengthen understanding of national history, culture, and values.

Average score: 7.8. Description: Students show active participation in civic education programs. Their level of understanding of national history, culture and values is excellent, which is important for building a strong national identity.

3. Local Research and Scholarly Work

Measures the development of research or scholarly works related to history, culture, or national issues to enrich the understanding of national identity.

Average score: 8.2. Description: Students are very active in research that supports national identity. The scientific work produced shows a significant contribution in enriching the understanding of local history and culture.

4. National Character Development

Evaluation of national character such as patriotism, tolerance, and responsibility towards national development. Average score: 7.5. Remarks: Students' national character is considered good. Students show a high sense of patriotism, tolerance, and responsibility towards national development.

5. Art and Cultural Activities

Measures involvement in arts and cultural activities that promote local and national cultural heritage. Average score: 7.0. Description: Students' involvement in arts and cultural activities is quite good. Their participation in these activities helps promote and preserve local and national cultural heritage.

6. Nationality Discussion and Dialogue

Measures participation in discussion or dialog forums that discuss national issues. Average score: 7.9. Description: Students actively participate in national discussions and dialogs. This shows a high awareness of national issues and a willingness to discuss solutions to these problems.

7. Regional Language Preservation

Measures efforts to preserve regional languages that reflect national cultural identity. Average score: 6.8 Description: Students are quite active in local language preservation efforts. However, there is room for improvement in this engagement to better reflect national cultural identity.

8. Involvement in Campus Organizations

Measures activities in campus organizations that support nationalism values.

Average score: 8.0. Description: Students' involvement in campus organizations is very good. Their activities in these organizations help support and promote nationalism values in the campus environment.

9. Patriotism in Concrete Actions

Measures concrete actions that demonstrate patriotism such as participation in volunteer activities, social activities, or campaigns for national interests. Average score: 7.6. Description: Students show concrete actions that reflect patriotism. Their participation in volunteer and social activities reflects a commitment to the national interest.

10. Social Media Usage

Measures positive interactions on social media that reflect support for national identity. Average score: 7.4. Description: Students use social media positively to support national identity. Their interactions on social media reflect support for national issues and promotion of national values.

Conclusion

Overall, the evaluation results show that the strengthening of national identity in university students is at a good level with average scores varying from 6.8 to 8.2. These results indicate that the various indicators of strengthening national identity were successfully applied by the students and did not require significant revision, although there are some areas that could be further improved to achieve optimal scores. Assessment of Indonesian E-Module Development Results Based on Success Indicators Building a quality learning module requires a systemic and comprehensive process, where every step from analyzing needs to evaluating results is carried out carefully, using constructivist approaches and innovative instructional strategies to produce modules that can optimally improve concept understanding, science literacy, and critical thinking skills of students (Akhtar, M., & Musarrat 2021). The following is an assessment of the results of the development of the Indonesian E-Module based on 10 indicators of success. Each indicator is assessed using the following rating scale:

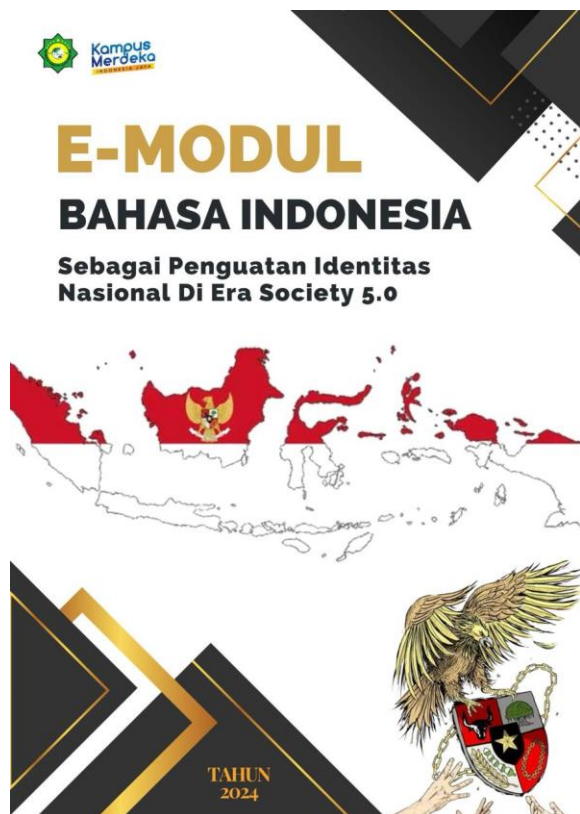


Table 4.4 Rating Scale

No.	Score	Description
1.	4	Very good (Very Satisfactory)
2.	3	Good (Satisfactory)
3.	2	Fair (Needs Improvement)
4.	1	Poor (Needs Correction)

Calculating the Average Value of Questionnaires

Total score of all subjects ($\sum \square \sum x$) = 678

Number of subjects (n) = 20

The average value ($\square \bar{X}$) is calculated by the formula:

$$\square \bar{X} = \frac{678}{20} = 33.9$$

The average per indicator is calculated by dividing the total average score by the number of indicators (10):

$$\square \bar{X}_{\text{indikator}} = \frac{33.9}{10} = 3.39$$

Based on these criteria, the average score of 3.39 falls into the “Valid/Not revised” category.

CONCLUSION

Strengthening national identity in university students showed good results with an average score between 6.8 and 8.2. Students showed good engagement in nationalism activities, civic education, local research and scientific works, as well as participation in campus organizations and national discussions. Their national character is positively assessed, although involvement in arts and cultural activities and local language preservation still needs to be improved. Participation in concrete actions that reflect patriotism and the use of social media to support national identity also showed positive results. Overall, most indicators of strengthening national identity have been well implemented by students, although some areas require further improvement. Based on an in-depth analysis of the ten success indicators used in the evaluation of the Indonesian E-Module, it can be concluded that this module generally meets the set standards. Although there are variations in the ratings for each indicator, with some aspects scoring higher than others, overall the module can be categorized as "Valid/Not revised". The excellent ratings on some aspects, such as writing ability and engagement in academic discussions, demonstrate the module's excellence in presenting the material and encouraging active participation from users. However, findings related to spelling and grammar errors, as well as the need to increase the use of reference sources, indicate that there is room for improvement in some specific areas. Thus, recommendations can be made to revise certain sections to ensure that the module provides optimal benefits to users in developing their Indonesian language skills.

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