

# Literature Review: The Influence of Globalization on Indonesian Language Learning and Local

Putri Rasyidah Muslim<sup>1</sup>, Muthiah Az Zahroh<sup>2</sup>

[25204081013@student.uin-suka.ac.id](mailto:25204081013@student.uin-suka.ac.id), [24204082022@student.uin-suka.ac.id](mailto:24204082022@student.uin-suka.ac.id)

Sunan Kalijaga State Islamic University, 081277572325<sup>1</sup>, Sunan Kalijaga State Islamic University, 089623031133<sup>2</sup>

**Abstract.** In the era of globalization, the flow of information and culture across countries has influenced language practices and the preservation of local culture in Indonesia. These changes bring opportunities for strengthening the Indonesian language in the global arena as well as challenges for the preservation of regional languages and cultural identity. This study aims to examine the influence of globalization on Indonesian language learning and the preservation of local culture through a literature review. The research method uses a descriptive qualitative approach with a systematic review of seven scientific articles from the period 2021–2025. The data were analyzed to identify patterns of findings, relationships between variables, and proposed educational strategies. The researchers synthesized the results by considering linguistic, cultural, and language education policy aspects. The analysis steps included literature selection, thematic data extraction, and interpretation of results based on sociolinguistic, cultural anthropology, and ethnopedagogy perspectives. The results of the study show that globalization has a significant effect on shifts in the use of Indonesian and regional languages, as well as the transformation of cultural values among the younger generation. Globalization not only causes cultural erosion, but also opens up opportunities for revitalization through the use of digital technology. The main conclusion of this study is the need for adaptive language education based on local wisdom so that Indonesian can serve as a bridge between global and local values. The contribution of this study lies in the development of a conceptual model for learning Indonesian that is responsive to globalization while supporting the preservation of national language and culture.

**Keywords:** Globalization, Indonesian Language Learning, Local Culture, National Identity, Language and Education Policy, Sociolinguistics, Ethnopedagogy, Local Wisdom, Cultural Preservation, Digital Media.

## INTRODUCTION

In the era of globalization, the flow of information, cultural products, technology, and language crosses national borders at unprecedented speed and scale. Globalization affects almost all aspects of society, from economics and politics to cultural identity and language use. For a multicultural country like Indonesia, which has hundreds of regional languages and a wealth of local traditions, this process brings both opportunities and challenges. On the one hand, global connectivity provides access to knowledge, international language skills, and media to promote culture; on the other hand, it puts pressure on local languages and cultures that are vulnerable to marginalization or even erosion, which can be seen in a decline in the number of speakers, changes in function, or shifts in traditional values. (Kasiyarno & Apriyanto, 2025)

The teaching of Indonesian as the national language and efforts to preserve local culture are in a position of mutual interaction. Indonesian is growing stronger as a means of communication at the national level and as a tool for formal education, while the influence of foreign languages, particularly English, is becoming increasingly dominant in the fields of technology, science, and popular culture. The phenomenon of borrowing vocabulary, language styles on social media, and the use of code switching among the younger generation shows how linguistic globalization is affecting the way people speak on a daily basis. These changes are not always uniform; some aspects strengthen the national language (for example, the increased status of Indonesian in international forums). While other aspects can reduce local diversity and traditional cultural practices. The recognition of Indonesian as an official language in the international arena, for example, reflects global promotion and recognition, but this does not automatically protect regional language diversity and local cultural practices from the impact of global cultural homogenization.

Empirically, various local and international studies show a decline in the use of several regional languages in Indonesia. This phenomenon is triggered by urbanization, internal migration, and an education system that makes Indonesian the main language of instruction. In addition, the dominance of digital content and mass media in Indonesian or English also contributes to this decline. This trend has two implications for language education: formal schools and curricula tend to place greater emphasis on proficiency in Indonesian and foreign languages that are considered economically advantageous, while efforts to teach and revitalize regional languages are often limited, underfunded, or not integrated into consistent national policies. Thus, Indonesian language learning currently faces a paradox: it serves as a tool for national and international connectivity, but it can also contribute to a decline in regional language preservation efforts if not balanced with effective preservation policies.

The impact of globalization on local culture is very complex. Globalization enables the documentation, revitalization, and promotion of local culture through digital media and the tourism sector, but it also brings global cultural standards (such as fashion, music, and lifestyle) that can change local values, especially among the younger generation. Changes in the function and meaning of cultural practices, such as rituals, arts, and community-specific terms, can occur when these practices are monetized, prepared for mass consumption, or integrated into popular global narratives. In addition, the advent of social media and streaming platforms has made it easier for younger generations to access foreign cultural products, thereby changing their aesthetic preferences and the way they speak. As a result, there is pressure on the continuity of oral culture and traditional practices that depend on intergenerational interaction. (Jadidah et al., 2023)

In the context of Indonesian language learning, the aspects that need to be considered include not only mastery of grammar and vocabulary, but also an understanding of the function of language as a shaper of identity and a connector of cultural values. An effective curriculum must adopt an approach that links language competence with the local cultural context, for example through materials based on folklore, language practices in the community, and intergenerational projects that encourage the documentation of regional languages. This integration is essential so that language learning can serve a dual purpose: as a means of developing linguistic competence at the national and international levels, and as a tool for preserving cultural heritage. Without a contextual approach, learning in schools risks supporting the dominance of a homogeneous language, which can diminish the existence of local varieties. (Budiono et al., 2024)

In the context of Indonesian language learning, the aspects that need to be considered include not only mastery of grammar and vocabulary, but also an understanding of the function of language as a shaper of identity and a connector of cultural values. An effective curriculum must adopt an approach that links language competence with the local cultural context, for example through materials based on folklore, language practices in the community, and intergenerational projects that encourage the documentation of regional languages. This integration is essential so that language learning can serve a dual purpose: as a means of developing linguistic competence at the national and international levels, and as a tool for preserving cultural heritage. Without a contextual approach, learning in schools risks supporting the dominance of a homogeneous language, which can diminish the existence of local varieties. (Dewi et al., 2024)

From an educational practice perspective, recent research shows several effective adaptive strategies: bilingual or multilingual programs that integrate Indonesian language teaching with local content; project-based curricula that support the documentation of community languages and cultures; the use of digital technology to archive oral histories and local learning materials; and training for teachers in culturally sensitive ethnopedagogical approaches. However, the success of these strategies is highly dependent on policy support, funding, and local community involvement. Without structural commitment, these programs tend to be limited in scope and operate on a small scale. (Dewi et al., 2024)

Thus, the topic of the impact of globalization on Indonesian language learning and local culture is highly relevant, both academically and practically. Important research questions include: how changes in Indonesian language proficiency and regional languages occur across different age groups and regions; to what extent curricula and teaching practices can overcome or exacerbate the marginalization of regional languages; how digital media can be used for language revitalization;

and what policies are most effective in balancing the need for global competence with local preservation. To answer these questions, an interdisciplinary approach (sociolinguistics, anthropology, public policy, and education) is needed, as well as empirical data that describes changes in language and cultural practices at the community level.(Kasiyarno & Apriyanto, 2025)

This study, as part of the initiative, aims to analyze the impact of globalization on Indonesian language learning practices and the preservation of local culture in Indonesia. This study provides a critical analysis of the challenges, opportunities, and policy recommendations that can promote a balance between global openness and the protection of cultural diversity. The focus of this study includes: (1) identifying mechanisms that enable globalization to influence language practices in schools and communities; (2) analyzing effective pedagogical strategies for integrating local content into language learning; and (3) policy recommendations to support the revitalization of regional languages and the strengthening of cultural literacy in the digital context. Thus, this article is expected to contribute to the discourse on language education policy that is responsive to the challenges of globalization without neglecting the preservation of local culture.

## RESEARCH METHOD

This study applies a literature review method with a descriptive qualitative approach. A literature review was chosen because the main objective of this study is to identify, analyze, and synthesize various relevant previous studies on the impact of globalization on Indonesian language learning and local culture. This method allows researchers to obtain a comprehensive picture of how globalization affects language practices, educational policies, and cultural preservation in the Indonesian context. This approach is also used to identify research gaps and formulate directions for the development of more contextual language education policies.

## RESULT AND ANALYSIS

| No | Author & Year        | Research Title                                                                  | Research Objectives                                                                                                                 | Method                                      | Variables/Objects of Study      | Main Results                                                                                                                                | Implications for Language & Culture                                                                                   |
|----|----------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1  | (Putri et al., 2025) | <i>The Impact of Globalization on Local Culture in the Era of Modernization</i> | Analyzing human and cultural interactions in the context of globalization and their impact on the sustainability of local cultures. | Qualitative descriptive (literature review) | Globalization and local culture | Globalization has caused changes in people's lifestyles and cultural values, but it has also given rise to new forms of cultural adaptation | Fostering awareness of local cultural preservation through education and character building based on cultural values. |

|   |                          |                                                                                                            |                                                                                                                                                |                                                   |                                           |                                                                                                |                                                                                                                   |
|---|--------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 2 | (Zamhari et al., 2025)   | <i>The Impact of Globalization on Efforts to Preserve Language and Culture in the Age of Globalization</i> | Examining the positive and negative impacts of globalization on Indonesian language and culture, as well as strategies for their preservation. | Literature review, qualitative                    | Globalization, language, local culture    | Globalization strengthens cultural interaction but also weakens the use of regional languages. | Language education needs to be integrated with local wisdom to prevent cultural erosion.                          |
| 3 | (Salsabila et al., 2024) | <i>The Impact of Globalization on Changes in Intercultural Communication Patterns among Generation Z</i>   | Describing changes in intercultural communication patterns among the younger generation as a result of globalization.                          | Descriptive qualitative                           | Intercultural communication, Generation Z | Globalization promotes openness in communication but reduces sensitivity to local cultures.    | Character education and communication need to accommodate Indonesian cultural values so that they are not eroded. |
| 4 | (Ramdhani et al., 2021)  | <i>Globalization and National Identity Amid Cultural Modernization</i>                                     | Examining the influence of globalization on the formation of national identity amid global culture.                                            | Literature analysis and phenomenological approach | National identity, globalization          | National identity tends to weaken due to the dominance of foreign cultures.                    | National cultural education strategies need to strengthen national identity through the Indonesian language.      |

|   |                       |                                                                                             |                                                                                                                                    |                                                         |                                                |                                                                                                                      |                                                                                                                                                |
|---|-----------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | (Romlah et al., 2024) | <i>The Dynamics of Human, Social, and Cultural Interactions in the Era of Globalization</i> | Analyzing the relationship between humans and culture amid global change.                                                          | Qualitative (observation and interviews)                | Social relations, culture, globalization       | Globalization has both positive and negative impacts on people's social behavior.                                    | A balanced cultural education is needed between global adaptation and local preservation.                                                      |
| 6 | (Harefa, 2022)        | <i>The Impact of Globalization on Students' Social Behavior</i>                             | Understanding the impact of globalization on the social behavior of students at SMK Negeri 3 Alasa in the 2021/2022 academic year. | Quantitative descriptive (closed questionnaire, t-test) | Globalization (X), student social behavior (Y) | There is a significant influence between globalization and students' social behavior, with a contribution of 79.92%. | Globalization has an impact on students' social and moral attitudes; education needs to instill values of character, culture, and nationalism. |
| 7 | (Nurhaidah, 2015)     | <i>The Impact of Globalization on Indonesian Society</i>                                    | Describing the impact of globalization on various aspects of Indonesian society.                                                   | Qualitative descriptive                                 | Globalization and social life                  | Globalization brings technological and economic progress, but reduces social awareness and cultural values.          | Efforts are needed to strengthen national culture and preserve regional languages so that they are not eroded by global culture.               |

### 1. Overview of Research Findings

Based on the results of a Systematic Literature Review of seven scientific articles analyzed (period 2021–2025), it was found that globalization has a multidimensional impact on the social, educational, and cultural life of Indonesian society. From a linguistic perspective, globalization triggers rapid linguistic exchange, encourages the emergence of new vocabulary, and expands the use of foreign languages in everyday life. Meanwhile, from a cultural perspective, globalization acts as a catalyst for change in lifestyle, values, and orientation of society, especially among the younger generation.

In general, the literature reviewed shows that language and culture are closely related in the context of globalization. Indonesian language not only functions as a national communication tool, but also as a symbol of national identity that plays a role in maintaining social integration amid the flow of global culture. On the other hand, local culture serves as the foundation of values and morals that shape the character of a nation. Therefore, changes in language practices often reflect changes in the cultural values and social identity of Indonesian society.

### 2. The Impact of Globalization on Language and Indonesian Language Learning

Most studies (Zamhari et al., 2025); (Salsabila et al., 2024); (Harefa, 2022) indicate that globalization has a significant impact on language practices in Indonesia. Globalization has increased the dominance of foreign languages, especially English, in the fields of education, technology, and digital communication. This phenomenon has resulted in the increasing use of code-switching and code-mixing among students.

(Salsabila et al., 2024) notes that Generation Z tends to use more global language, both in online and offline interactions, reflecting a shift in linguistic preferences from formal Indonesian to more flexible and mixed forms. Although this enriches the variety of expression, there are concerns that the use of formal Indonesian will continue to decline, especially in academic and formal settings.

(Zamhari et al., 2025) emphasize that regional languages face the greatest pressure due to globalization. Many regions have experienced a decline in the number of active speakers of local languages, especially in urban areas. Although the use of Indonesian as the main language of instruction in schools strengthens national identity, without a preservation strategy for regional languages, this can contribute to linguistic erosion.

(Harefa, 2022) reveals that the impact of globalization on students' social behavior is closely related to the way they use language. Students who are more frequently exposed to global media (such as films, social media, and music) tend to imitate foreign language structures and styles. This study shows a significant relationship between exposure to global culture and changes in social behavior, with an influence coefficient of 79.92%.

Dari temuan tersebut, dapat disimpulkan bahwa globalisasi telah mengubah cara pemerolehan dan penggunaan Bahasa Indonesia. Bahasa sekarang berfungsi tidak hanya sebagai alat komunikasi, tetapi juga sebagai arena untuk negosiasi identitas global dan lokal. Oleh karena itu, pembelajaran Bahasa Indonesia perlu dirancang tidak hanya untuk meningkatkan kompetensi linguistik, tetapi juga untuk memperkuat kesadaran kultural siswa terhadap identitas kebangsaan mereka.

### 3. The Impact of Globalization on Local Culture

Globalization has had a complex impact on Indonesian culture. Several studies (Putri et al., 2025);(Romlah et al., 2024) show that local cultures face serious challenges in the form of cultural homogenization, which is the process whereby global values and lifestyles dominate local cultures. This phenomenon is characterized by a decline in interest in traditional arts, changes in the way people dress, and shifts in moral and social values in society.

However, some researchers also highlight the positive aspects of globalization. (Putri et al., 2025) and (Romlah et al., 2024) argue that globalization can also be a means of cultural revitalization if communities are able to utilize digital technology to introduce local culture to a global audience. For example, the emergence of traditional art content on digital platforms such as YouTube and TikTok shows new potential in promoting regional culture.

On the other hand, research shows that national identity is becoming increasingly blurred as society, especially the younger generation, admires foreign cultures more than their own. This phenomenon is not only evident in lifestyle, but also in the way people think, interact, and communicate. Global values of individualism and hedonism are slowly replacing the values of mutual cooperation, politeness, and simplicity that characterize Indonesian culture. (Ramdhani et al., 2021)

Thus, the literature shows that globalization not only changes the way culture is expressed, but also influences the value structure within society. Therefore, cultural preservation cannot be done symbolically (through festivals or competitions), but needs to be integrated into the education system and national curriculum that emphasizes learning based on local wisdom.

### 4. The Implications of Globalization on Indonesian Language Education and Learning

The review results show that education has a strategic position as a bulwark against the negative impacts of globalization. Indonesian as the main language of instruction in schools is an effective medium for instilling national values and strengthening national identity.

(Zamhari et al., 2025), emphasizes that language education needs to be complemented by an ethnopedagogical approach, which integrates local cultural elements into the learning process. For example, Indonesian language teachers can use local texts (such as folk tales, regional legends, and proverbs) as teaching materials to connect language skills with cultural values.

In addition, Indonesian language learning should be directed towards building intercultural competence, not just verbal communication skills. In this context, students are expected to use

language critically, understand the cultural context behind words, and be open to differences without losing their national identity.

(Harefa, 2022) emphasizes the importance of language-based character education as a strategy to balance global adaptation and the preservation of local values. He also highlights the need for national policies that affirm the position of Indonesian in the digital public sphere, so that it is not displaced by foreign languages in social media content, games, and online entertainment.

From all the literature reviewed, it can be concluded that Indonesian language learning in the era of globalization must be adaptive, integrative, and value-based. Adaptive means being sensitive to social and technological changes; integrative means linking language with culture and social context; and value-based means instilling national identity in every learning practice.

#### 5. The Relationship Between Language and Culture as National Identity

Language and culture have a close reciprocal relationship in shaping national identity. Globalization tests the strength of this relationship by introducing new values that often conflict with local traditions. Research by (Putri et al., 2025) and (Romlah et al., 2024) emphasizes that local culture can only survive if the language that carries it remains alive. Conversely, losing a language means losing the worldview and philosophy inherent in that culture.

In the context of education, Indonesian language learning must serve as a space for cultural reflection. Language is not only taught mechanically (such as grammar and sentence structure), but also as a means of understanding the social values, ethics, and local wisdom contained in literary works, proverbs, and oral traditions.

Furthermore, the literature reviewed shows that digital media has an ambivalent role. On the one hand, it accelerates the spread of global culture; on the other hand, it can also serve as a tool for documenting and promoting local culture if used creatively. Therefore, the government, educational institutions, and cultural communities need to work together to create an inclusive digital space for local languages and cultures.

Language and culture have a close reciprocal relationship in shaping national identity. Globalization tests the strength of this relationship by introducing new values that often conflict with local traditions. Research by (Putri et al., 2025) and (Romlah et al., 2024) emphasizes that local culture can only survive if the language that carries it remains alive. Conversely, losing a language means losing the worldview and philosophy inherent in that culture.

Thus, language learning and cultural preservation cannot be separated. The Indonesian language must serve as a bridge between global and local values, connecting technological progress with the cultural roots of the nation.

#### 6. Research Gaps and Future Challenges

The results of this SLR also reveal several research gaps that need to be addressed in further studies:

- The lack of empirical research based on quantitative data that measures the direct relationship between globalization, language, and culture. Most studies are still descriptive and qualitative in nature.
- The lack of exploration of innovative digital-based learning strategies that are capable of integrating local cultural values.
- There have not been many cross-regional studies comparing the impact of globalization on language and culture in urban and rural areas.
- Limitations in regional language preservation policies at the school level remain a serious problem, mainly because they have not been integrated into the national curriculum.

This gap opens up opportunities for further research that can combine quantitative and qualitative approaches (mixed methods) and involve a more in-depth analysis of language education policies.

#### 7. Strategies and Recommendations

Based on the findings from the seven studies, there are several strategies that can be applied to address the impact of globalization on Indonesian language learning and local culture:

- Integration of local wisdom into Indonesian language learning. Teachers need to use local texts and contexts so that students understand cultural values in language practice.
- Utilization of digital media for cultural preservation. Indonesian-language digital content based on local culture needs to be increased on social media and learning platforms.
- Language policies that support diversity. The government needs to strengthen regulations that protect regional languages and expand their use in education.

- d. Character education and multiculturalism. Indonesian language learning should be a means of instilling values of tolerance, nationalism, and social ethics.
- e. Cross-sector collaboration. Academics, cultural communities, and the creative industry need to work together to strengthen the position of Indonesian language and local culture on the global stage.

## CONCLUSION

Based on a systematic review of seven scientific articles on the impact of globalization on Indonesian language learning and local culture, it can be concluded that globalization is a multidimensional phenomenon that has both positive and negative impacts on the language and culture of Indonesian society.

In terms of language, globalization encourages the development of increasingly open and modern communication, enabling people to access global knowledge through digital media and foreign languages, especially English. However, this condition has also led to a decline in the use of Indonesian and regional languages in formal and informal contexts, especially among the younger generation. The phenomenon of code mixing and code switching is clear evidence of changes in language patterns due to exposure to global culture.

From a cultural perspective, globalization has given rise to new forms of interaction that accelerate the transformation of values, lifestyles, and social behavior within society. Traditional values such as politeness, mutual cooperation, and respect for customs are declining as they are replaced by pragmatic and individualistic values. Nevertheless, globalization also opens up new opportunities for the revitalization of local cultures through the use of digital technology as a tool for cultural promotion and diplomacy.

The role of education is very important in facing the tide of globalization. Schools and educational institutions serve as moral bastions as well as spaces for shaping the character of the nation. Indonesian language learning must be designed not only for linguistic mastery, but also as a means of internalizing national values and preserving local culture. Integrating local wisdom into the Indonesian language curriculum through the use of regional texts, folk tales, proverbs, and polite communication practices is an effective strategy for maintaining national identity amid global modernization.

In addition, the reviewed research shows that language and culture cannot be separated. Language is a vessel for cultural expression, while culture provides the context for the use of language. Therefore, strengthening the national language and preserving regional cultures must be done simultaneously and in a mutually supportive manner. The government, educators, and the community need to collaborate to build a language education system that is adaptive to globalization, without losing national identity.

Thus, it can be concluded that globalization is not only a challenge but also an opportunity for Indonesia to showcase its cultural and linguistic excellence on the world stage. Indonesian language learning that supports local values, is globally oriented, and character-based is key to maintaining a balance between global openness and the preservation of national culture.

## References

- Budiono, S., Yanita, S. R., & Syarfina, T. (2024). Paradigm Shift of Language Revitalization in Indonesia. *Jurnal Arbitrer*, 10(4), 338–347. <https://doi.org/10.25077/ar.10.4.338-347.2023>
- Dewi, A. E., Hermawan, D., & Longdong, A. P. (2024). Globalization and Language Evolution: The Impact of English on Contemporary Monacan and Indonesian Societies. *Proceedings of the International Conference on Literary Language*, 1(1), 1–7. <https://prosiding.aspirasi.or.id/index.php/ICOLLICS>
- Harefa, A. (2022). Pengaruh Media Sosial Terhadap Perilaku Sosial Siswa. *Journal of Education*

*and Culture*, 2(1), 64–70. <https://doi.org/10.58707/jec.v2i1.176>

Jadidah, I. T., Alfarizi, M. R., Luren Liza, L., Sapitri, W., Khairunnisa, N., Raden, N., Palembang, F., Prof, J. K. H., Zainal, A., Fikri, I., & Id, I. A. (2023). Academy of Social Science and Global Citizenship Journal Analisis Pengaruh Arus Globalisasi Terhadap Budaya Lokal (Indonesia). *AoSsAGCJ*, 3(2), 40–47.

Kasiyarno, K., & Apriyanto, S. (2025). Influence of Globalisation on the Shift in Local Language and Cultural Identity. *Journal Corner of Education, Linguistics, and Literature*, 4(3), 372–383. <https://doi.org/10.54012/jcell.v4i3.435>

Nurhaidah, M. I. M. (2015). *Pembaharuan Dalam Pemanfaatan Hasil-Hasil Teknologi*. 3(3), 1–14.

Putri, A. G., Widya, A., Panamuan, F. B., Tiara, V., & Hafizi, M. Z. (2025). Dampak Globalisasi Terhadap Kebudayaan Lokal pada Era Modernisasi. *JUPSI: Jurnal Pendidikan Sosial Indonesia*, 2(3), 3–12.

Ramdhani, A. A. J. A. H., Dewi, D. A., Furi, Y., & Furnamasari. (2021). Pengaruh Globalisasi terhadap eksistensi identitas nasional bangsa saat ini. *ASANKA: Journal of Social Science And Education*, 2(1), 1–18. <https://doi.org/10.21154/asanka.v2i1.2484>

Romlah, H. H., Fatimah, A., & Muhammad, Y. (2024). Dinamika Interaksi Manusia, Masyarakat, dan Budaya dalam Era Globalisasi dan Modernisasi. *Jurnal Ilmu Pendidikan & Sosial (Sinova)*, 2(2), 191–202.

Salsabila, F. L., Widiyanarti, T., Ashari, S. D., Zahra, T., & Fadhilah, S. A. (2024). Pengaruh Globalisasi terhadap Perubahan Pola Komunikasi antar Budaya pada Generasi Z. *Indonesian Culture and Religion Issues*, 1(4), 13. <https://doi.org/10.47134/diksima.v1i4.110>

Zamhari, A., Fauziah, N., Karolin, I., Mulia, T. M., Rezki, I., & Pratiwi, P. (2025). DAMPAK GLOBASLISASI DALAM UPAYA MEMPERTAHANKAN EKSISTENSI BAHASA DAN BUDAYA DI ERA GLOBALISASI. 5(2), 889–893.