

The Interplay of Cultural Dynamics within the Globalization Paradigm

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Abstract

Language serves as a manifestation of cultural values and acts as a guiding force in the trajectory of societal advancement. Consequently, language stands out as a crucial and compelling variable warranting systematic examination and scholarly scrutiny to ensure the preservation and advancement of civilization. In the Republic of Indonesia, Bahasa Indonesia stands as the official language, unifying a populace characterized by multiculturalism and ethnic diversity, in line with the ethos of the 1928 Youth Pledge Convention aimed at fostering national unity. However, there is a pressing concern regarding the waning prominence of Bahasa Indonesia. While the language remains in use, there is a noticeable trend of incorporating foreign terms into public discourse, often perceived as more prestigious. This study employs a descriptive qualitative approach, drawing upon literary sources and previous research findings. The proliferation of foreign language usage, considered more esteemed, poses a potential threat to the vitality of Bahasa Indonesia. Nevertheless, the current state of the language remains relatively secure. Bahasa Indonesia's endurance hinges on its adaptation to contemporary contexts and adherence to linguistic norms, coupled with ongoing refinement to meet the evolving needs and aspirations of society.

Keyword: *Paradigm, Cultural, Dynamic, Globalization*

1. Preliminary

Language, a dynamic and multifaceted phenomenon, holds a central position in the fabric of civilization, serving as both a reflection of cultural values and a catalyst for societal progress. It operates as a conduit for transmitting ideas and beliefs, facilitating communication between individuals and communities. In essence, language functions as a system of sound symbols imbued with meaning, facilitating the exchange of information, and fostering mutual understanding among speakers and listeners (Siregar, 2021, p. 54).

Within the Republic of Indonesia, Bahasa Indonesia stands as the designated official language, intended to foster unity among the nation's diverse populace, as outlined in the 1928 Youth Pledge Convention. This linguistic unification seeks to bridge cultural and ethnic divides, enabling Indonesians from various backgrounds to communicate effectively and cohesively.

However, despite its pivotal role in national integration, concerns have arisen regarding the declining prominence of Bahasa Indonesia.

The current landscape reflects a gradual erosion of Bahasa Indonesia's dominance, characterized by the infiltration of foreign terms into public discourse, often perceived as more prestigious. While the incorporation of foreign vocabulary may enrich linguistic diversity, it also poses challenges to the integrity and vitality of Bahasa Indonesia. Furthermore, the preference for foreign terms over indigenous ones underscores a broader trend of cultural globalization and linguistic assimilation.

Efforts to preserve and promote Bahasa Indonesia's usage are paramount in safeguarding the language's future. This necessitates ongoing initiatives to reinforce the importance of Bahasa Indonesia proficiency and foster a sense of national pride among its speakers. Moreover, strategies for countering the allure of foreign terms and encouraging the embrace of indigenous linguistic heritage are essential for revitalizing Bahasa Indonesia and ensuring its enduring relevance in contemporary society. Through concerted efforts to uphold the integrity of Bahasa Indonesia, Indonesia can continue to celebrate its linguistic diversity while preserving the cultural richness that defines its national identity.

English is one of the languages widely absorbed into the vocabulary in the Big Bahasa Indonesia Dictionary (KBBI). Absorption by using the stages that have been arranged sequentially. These stages start from adopting, adapting, to translating. The best stage is the translation stage because this stage is the same as purifying the vocabulary from foreign terms into new terms in Bahasa Indonesia. In addition, the influence of the English language is also due to its plural use throughout the world.

Research and discussion about the existence of the Bahasa Indonesia have been widely circulated globally in the network. The study's conclusion of the existence of the Bahasa Indonesia is that environmental factors can influence the use of the Indonesian language, both used correctly and adequately or distorted into non-standard forms (Murti, 2015; Rahayu, 2015; Santoso, 2018). Language as identity and national identity must be maintained by prioritizing Indonesian over foreign languages such as English. Thus, the impact that will be caused is that the feeling of love and pride for Indonesian language users increases. The purpose of this study is to show the results of the study of reference sources regarding the existence of the Indonesian language in society, the

manifestation of the character of the Indonesian nation, the primary role of the Indonesian language, the supporting role of English, and the importance of Bahasa Indonesia in the realm of education of globalization situation.

2. Research Methodology

Every research endeavor possesses unique attributes that distinguish it from others. Quantitative studies are characterized by their reliance on precise calculations and statistical analyses, aiming to quantify phenomena and establish empirical relationships. Conversely, qualitative research prioritizes the richness and depth of data sources, focusing on the exploration and interpretation of underlying meanings and contexts within the research object. Despite their differing methodologies, both quantitative and qualitative approaches share a common objective: to contribute to the advancement of knowledge by validating existing theories, addressing research questions, and generating novel insights into the subject under investigation.

In this study, a descriptive qualitative methodology is employed, drawing upon a diverse array of literature sources and insights gleaned from prior studies. Qualitative research, as elucidated by Budiyono (2017), entails a holistic examination of the research object, eschewing the isolation of specific variables in favor of capturing the nuanced complexities of the phenomenon under scrutiny. The overarching aim of this study is to synthesize and recontextualize existing knowledge, integrating historical materials with contemporary reference sources and recent empirical studies to produce innovative findings and insights.

Furthermore, qualitative inquiry facilitates a comprehensive understanding of the subject matter by embracing its multifaceted nature and exploring its various dimensions. By immersing oneself in the rich tapestry of literature and research findings, this study endeavors to shed new light on the topic at hand, offering fresh perspectives and interpretations that contribute to the ongoing discourse within the field.

In summary, the adoption of a descriptive qualitative approach in this study underscores a commitment to holistic inquiry and knowledge synthesis. By amalgamating historical insights with contemporary scholarship and empirical evidence, this research endeavor seeks to generate novel contributions to the body of knowledge, enriching our understanding of the subject matter and paving the way for future investigations.

3. Results and Discussions

3.1 The Existence of Bahasa Indonesia

The evolution of the Indonesian language is a complex and multifaceted process steeped in history and cultural influence. Its origins can be traced back to Malay, which served as the precursor to what would eventually become Bahasa Indonesia, the national language of Indonesia. Initially, Malay functioned as a lingua franca, spreading across the regions it traversed, including Indonesia. Over time, through a gradual process of linguistic development and standardization, Malay evolved into Bahasa Indonesia, emerging as the designated national language and the official language of the state, as noted by Susanto (2016). Subsequently, Bahasa Indonesia underwent a transformative phase, transitioning from its role as a means of communication to encompassing domains such as culture and science.

Despite its established status as the national language, Bahasa Indonesia remains a dynamic and evolving linguistic entity. Continuous efforts are made to refine and expand its usage, ensuring that individuals are equipped with the skills to communicate effectively and proficiently. This ongoing linguistic development is closely intertwined with the growth and evolution of the Indonesian nation, reflecting the dynamic nature of language as a reflection of societal change and progress.

Furthermore, Bahasa Indonesia's designation as the language of culture and science underscores its significance and relevance in contemporary Indonesian society. Its widespread adoption and accessibility make it accessible to individuals from all walks of life, transcending social barriers and fostering national unity through a shared linguistic identity.

The evolution of Bahasa Indonesia has also been marked by the enrichment of its vocabulary and terminology. Initially characterized by a limited lexicon, the language underwent a significant expansion following Indonesia's proclamation of independence. The influx of new words and terms, often borrowed from foreign languages, contributed to the language's growth and adaptability. Notably, English has emerged as a primary source of linguistic influence, with many new vocabulary additions originating from English borrowings.

In summary, the development of Bahasa Indonesia is an ongoing and dynamic process shaped by historical, cultural, and societal factors. As Indonesia continues to evolve, so too does its national language, reflecting the nation's diversity, progress, and aspirations for the future.

Through concerted efforts to nurture and expand Bahasa Indonesia's linguistic capabilities, Indonesia reaffirms its commitment to linguistic diversity, cultural heritage, and national identity.

One of the existences that Bahasa Indonesia wants to show is its position as a national language. During its growth and development, Indonesian received many elements or influences from regional languages (Javanese) and foreign languages (English). The strong influence of other languages on Indonesian makes the absorption of foreign terms inevitable.

Foreign terms that enter the community are used more than domestic terms. The reason for using foreign terms is because many people like and try foreign languages. Foreign terms that have flooded the minds and hearts of every user have also spread to the stage of being used in public spaces. Use in city public spaces such as billboards, billboards, and pamphlets. The use of the term does not only occur in cities but also in villages. Even though the foreign terms in question are also available in Indonesian.

The pride of the Indonesian people towards foreign languages such as English rather than Indonesian itself is very worrying. Especially for English users among non-academics or the public. If this is allowed, it is not impossible if one day the Indonesian language is forgotten. Therefore, scholars are obliged to overcome this problem and continue to spread the Bahasa Indonesia that is good, correct, and appropriate.

During the Japanese occupation, the existence of the Indonesian language was evident. Its existence was marked by the establishment of the Indonesian Language Commission. At that time, it began to create many new vocabulary or terms useful in science and today's life. The main task that became the initial task of the Indonesian Language Commission was to be able to record standard grammar.

Indonesian must remain the national language used by the community with applicable rules. The most basic Indonesian language development takes place in schools and is most common in the community. This preservation and habituation are expected to make people aware of the importance of the Indonesian language as a national identity.

A basic understanding of science can be a solid foundation to strengthen the next stage of science. Likewise, with the Indonesian language, if a nation can master the basics of knowledge, the Indonesian language will remain forever.

Errors in speaking Indonesian are unavoidable. This is still understandable if the error occurs temporally with a small amount. In addition, errors can also occur if the user makes a mistake or makes a mistake in choosing words or terms.

However, problems become unnatural when mistakes are made repeatedly, and language users do not want to admit their mistakes. Of course, this becomes difficult to resolve. This error is no longer made unconsciously, but there is an error in language users who do not want to admit their mistakes and do not want to learn from them.

Implementing character education in Indonesia is imperative for nurturing a generation that values the learning process and embodies essential virtues. It is crucial for individuals to cultivate a sense of responsibility for their actions, demonstrating discipline in their pursuit of knowledge, and internalizing it to manifest in both thought and deed.

The role of character in shaping a nation's identity and resilience cannot be overstated (Zusnani, 2012). According to Bakar, Noor, and Widodo (2018), character education plays a pivotal role in guiding individuals towards a purposeful and fulfilling life, ensuring they navigate life's challenges with clarity and determination.

National character serves as a hallmark of identity, enabling individuals to remain grounded amidst the rapid currents of globalization. Amidst these tumultuous tides, individuals endowed with strong character retain their authenticity, contributing to the rich tapestry of global diversity with their unique attributes.

Efforts are needed to counteract the pervasive influence of weak character amidst the global influx of ideas and values. The younger generation must strive to fortify their identities, assuming roles as character builders and enablers within society (Zusnani, 2012). By upholding moral values and serving as exemplars of positive character traits, they can inspire others to follow suit, fostering a collective commitment to national identity and unity.

Education emerges as a pivotal arena for instilling national insight and fostering a sense of belonging beyond ethnic boundaries. By shifting citizens' mindset from ethnic divisions to a shared national identity, education serves as a catalyst for societal cohesion and progress.

In summary, character education stands as a cornerstone of societal development in Indonesia, empowering individuals to navigate the complexities of modern life with integrity and resilience. Through concerted efforts to nurture positive character traits and promote national

identity, the younger generation can play a transformative role in shaping a brighter future for the nation.

Indonesian can be an identity that shows the character of the nation. The condition is by studying the context and the rules of the Indonesian language thoroughly and studying the culture of literary works as described by Rondiyah, Wardani, and Saddhono (2017). Learning becomes effective and efficient when you already know the basics first. Thus, the expected result of the overall Indonesian language learning process is the skill to master the main points of Indonesian teaching while at the same time creating the character of a profound, disciplined, visionary, and responsible learner.

Discipline is a person's attitude in managing time and opportunities as well as possible consistently. This attitude is formed because a person tends to prioritize the applicable rules over contexts that are still vague. In addition, the discipline also educates one's self to be a person of character and intelligent in making decisions.

Discipline in Indonesian is an advanced stage of good language habituation. The obligation contained in this disciplinary attitude is to pay attention to the correctness of the language used after speaking well, as explained by Zamzuri (2017). This attitude applies to all Indonesian language users, especially to intellectuals and teachers.

Disciplined language users will show the quality of their language from spoken and written aspects. The oral aspect is skilled in speaking and listening. The writing aspect is writing and reading. The fewer pronunciation errors that are spoken and the lower the level of incorrect writing, the more disciplined a person will be in language.

3.2 The Main Role of Indonesian

The formal recognition of the Indonesian language dates back to October 28, 1928, a significant milestone that heralded its establishment as the national language and official language of the Unitary State of the Republic of Indonesia. Since its inception, the Indonesian language, commonly known as Bahasa Indonesia, has played a pivotal role in fostering national unity and cohesion among Indonesian citizens (Murtiani, Arifah & Noviasuti, 2017).

Bahasa Indonesia serves as a unifying force, binding individuals from diverse cultural backgrounds into a cohesive national identity (Rosidi, 2015). However, despite its designated

status, the widespread adoption of this unified language remains unevenly distributed. Many regions, particularly remote areas, continue to preserve and utilize their respective regional languages, diverging from the aspirational unity espoused in the Youth Pledge, which emphasized the importance of speaking "one language, Indonesian."

The disparity in language access underscores the need for concerted efforts to enhance linguistic infrastructure and accessibility. Addressing challenges such as rugged terrain and inadequate facilities is essential to facilitate seamless communication across regions, whether between cities, villages, or urban and rural areas. By improving infrastructure and reducing barriers to communication, opportunities for the widespread dissemination of the Indonesian language can be maximized.

Furthermore, initiatives to promote language inclusivity and proficiency are integral to fostering national integration and ensuring equal access to linguistic resources. Educational programs and language campaigns can play a crucial role in promoting Bahasa Indonesia as a common medium of communication and fostering a sense of linguistic unity among Indonesian citizens.

In essence, the equitable distribution and promotion of Bahasa Indonesia are essential for realizing the vision of a unified Indonesia. By overcoming barriers to language access and enhancing linguistic infrastructure, the Indonesian government can facilitate greater linguistic integration and promote a shared sense of national identity among its diverse populace. Through collaborative efforts, Bahasa Indonesia can continue to serve as a cornerstone of Indonesian unity and progress in the years to come.

Mastery of science, such as procedures for building a village and connecting the village to the city, requires skilled and skilled personnel. The best way to produce such experts is through education. Humans are educated so that they can become valuable people for the surrounding environment, especially families.

Information about development can be obtained if you study and understand Bahasa Indonesia correctly and adequately. The ability to master language skills is beneficial for obtaining information and broadening the insights obtained from various sources of print media (books, newspapers, magazines, bulletins, banners, billboards, etc.), electronic media (television, radio,

megaphones). , etc.), and online media (news portals, social media, messaging apps, etc.). Therefore, everyone should understand Indonesian, even if it is only the basics.

Today, electronic devices to receive information such as television and radio are very easy to find. These devices are produced with various kinds of innovations and variations. There is tube television – it is rare; flat-screen televisions, cable radios, portable radios, etc. All of that is provided as an option for buyers. What is more, friendly prices do not prevent buyers from owning these devices.

If you still cannot have these devices, take the example of television, then you do not have to worry about it because information can still be obtained through the village head's office for villagers or the sub-district office for residents of a sub-district. Understanding information from television requires listening and reading skills on the television screen. If you cannot master (at least) these language skills, then it is possible that your understanding of a news broadcast will be lacking. Therefore, understanding Indonesian is a very urgent need to be understood quickly.

The emergency of understanding Indonesian must be handled immediately with gradual counseling. Lessons that can be learned in extension activities are listening, speaking, reading, and writing. At first, the counseling activity was a reading and writing ability test for each instructor. If you have mastered it, the ability to read a light discourse becomes the next learning activity.

Next is the practice of speaking, telling stories, and giving speeches. The activities consist of a question-and-answer language instructor with language instructor; the appearance of a group of tens of thousands to have a conversation in front of the participants with a predetermined theme. Performing in front requires courage. This is where the role of the instructor guides the errand boy to be brave or appear confident.

Extension workers also teach the ability to read. It is hoped that the village will have a library that provides light reading books and newspapers. The purpose of building a library is to awaken the villagers' reading craze. The supply of books can be obtained from the involvement of the library and publishers in supporting the construction of libraries in the village.

Generating a passion for writing for rural people aims to develop the ability to write their ideas and ideas concerning the needs of daily life and the desires to be achieved, not just understanding writing. The habit of writing is expected to keep activities that are less effective and efficient in daily activities to get used to writing neatly stored. If the writing habituation activity is

successful, the writing program will proceed to the next stage: making various kinds of notes, announcements, and writing letters.

English has been used by the British since a dozen centuries ago, but Indonesian was only used by Indonesians not a hundred years ago (Chaer, 2002). Until now, English is still widely used as an international communication tool. Bahasa Indonesia is still new than English. However, that does not mean that Bahasa Indonesia does not have its sovereignty.

Nowadays, many people prefer to use English. English's good use promises a much better socio-economic status and level than just mastering Indonesian (Chaer & Agustina, 2014). There are many reasons they use English. There is a reason because of the demands of work abroad. There is also a reason that the surrounding environment uses English writing a lot. There is also a reason because English is more excellent than Bahasa Indonesia. The latter reason is worrying and has consequences, as explained by Fajar (2016).

The difficulty of avoiding the use of English is actual. English, which has existed for centuries, is often present in human life in many ways. These roads include advertisements, articles, products, services, and most often, devices and the internet.

Nevertheless, English, which is the primary international language, should not be a reason to obscure the existence of Indonesian as a national identity. Indonesian must remain victorious in this motherland. The trick is to preserve it according to the context and applicable rules. Then, familiarize and teach it to everyone, especially Indonesians. If foreign speakers in Indonesia learn Indonesian, they have to go through many obstacles, as contained in Saddhono's research (2012), then native speakers or Indonesians should minimize this, coupled with a solid intention to learn.

Do you remember the phrase, use Indonesian correctly and adequately? These expressions are not just words but contain deep meaning. Indonesian is spoken in a good way according to the context and following the rules or rules that apply. Thus, the existence of the Indonesian language will never fade.

English should be used as a language that supports Indonesian only. For example, finding a word in English whose absorption is known or the original language in Indonesian, then putting the Indonesian word first before the English word. English is only used as a comparison when Indonesian requires references in English, so the keywords are prioritized.

Education stands as an indispensable cornerstone of human existence, intricately intertwined with every facet of life (Zusnani, 2012). Neglecting education equates to depriving oneself of knowledge and weakening one's capacity to engage meaningfully with the world. Moreover, the moral dimension of education cannot be overlooked, as emphasized by Wahid & Saddhono (2017), underscoring the importance of instilling ethical values alongside academic learning.

Central to the dissemination of knowledge is the role of education in cultivating proficiency in the Indonesian language. It is imperative that Indonesian be incorporated into the curriculum as a second language, complementing students' mother tongues. Within the educational environment, students could acquire and model proper usage of the Indonesian language from their subject teachers.

Educators and educational personnel play pivotal roles in shaping the learning landscape within academic institutions (Subijanto et al., 2017). Particularly, Indonesian language teachers bear a significant responsibility in guiding students to master the language with accuracy and fluency. These teachers serve as role models, demonstrating correct language usage and facilitating students' linguistic development. It is essential for teachers to communicate effectively, employing language devoid of foreign terms or regional dialects, while also avoiding overly formal or complex language structures that may hinder students' comprehension.

Regrettably, oral communication and teacher conduct, crucial elements influencing the Indonesian language learning process, often receive insufficient attention. This oversight may stem from educators' enthusiastic teaching styles, leading to inadvertent errors or deviations from proper language norms. Consequently, students may encounter challenges in grasping correct language structures or expressions, hindering their language acquisition progress.

In conclusion, education plays a pivotal role in fostering language proficiency, particularly in the context of Bahasa Indonesia. By prioritizing effective teaching practices and upholding linguistic standards, educators can empower students to navigate the complexities of language with confidence and proficiency, ensuring their success in both academic and real-world contexts. Through ongoing reflection and refinement of teaching methodologies, educators can optimize the language learning experience, laying the foundation for students' linguistic competence and cultural fluency.

The educational domain serves as a pivotal arena for the preservation and propagation of proficient and accurate Indonesian language usage. Rahayu (2015) delineates five crucial steps aimed at preventing the demise of the Indonesian language:

1. Establishing educational institutions as focal points for language cultivation.
2. Cultivating a thorough and accurate understanding of the Indonesian language.
3. Instituting linguistic regulations to safeguard the language.
4. Recognizing the significance of language variations and their appropriate application.
5. Upholding the Indonesian language as a national asset within the country's borders.

The foundation of Indonesian language development is laid within the educational sphere, particularly in schools. Here, under the guidance of teachers and within the interactive milieu of peer learning, students engage in communication that facilitates language acquisition and refinement. Indonesian language educators bear the responsibility of modeling exemplary language usage. Drawing upon their academic training and expertise, these teachers exemplify the best practices in Indonesian language usage, serving as role models for their students.

However, the onus of mastering the Indonesian language does not solely rest upon educators; students, too, play a vital role in language acquisition. When students encounter linguistic challenges or errors, it is imperative that they actively seek clarification and correction. By acknowledging and addressing their mistakes, students demonstrate a commitment to personal growth and linguistic proficiency. Furthermore, teachers appreciate and encourage students who display initiative in seeking clarification, fostering an environment conducive to language learning and development.

In essence, the educational milieu serves as a crucible for Indonesian language cultivation, where educators and students collaborate in the pursuit of linguistic excellence. Through a concerted effort to uphold linguistic standards and foster a culture of inquiry and correction, educational institutions contribute significantly to the preservation and vitality of the Indonesian language.

4. Conclusion

Bahasa Indonesia emerged as a collective endeavor, uniting Indonesians hailing from diverse ethnic backgrounds. Its designation as the language of culture and science has sparked

increased interest in language acquisition. However, the sustainability of Indonesian language faces challenges amidst the allure of foreign languages, such as English, perceived as more prestigious. To ensure the enduring presence of Bahasa Indonesia, it must adapt to evolving linguistic norms while remaining rooted in cultural contexts.

As the predominant language of Indonesia, Bahasa Indonesia must permeate every corner of the nation. Proficiency in Indonesian is essential for all citizens, particularly those residing in rural areas where access to electronic communication necessitates language comprehension. Efforts to promote language proficiency extend to training initiatives led by Indonesian language instructors, who engage villagers in activities encompassing conversation, storytelling, public speaking, reading, and writing.

Guidance from Indonesian language teachers holds significant sway, as students often emulate their speech patterns and behaviors. Diligent students who demonstrate commitment to their studies typically receive commendation from their instructors. Despite the current robust status of the Indonesian language, safeguarding its integrity and lexical richness remains imperative to prevent erosion or extinction. Language preservation efforts must outpace the rapid spread of globalization to ensure the continued vitality of Bahasa Indonesia. By staying ahead of globalizing influences, language advocates can fortify the Indonesian language against external pressures and position it as a transformative force within the global cultural landscape.

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