

The Role of Learning Bahasa Indonesia as a General Subject in Shaping Students' Character and National Identity

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Abstract

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Learning Indonesian as a General Subject (MKU) in higher education not only functions as a means of developing language skills, but also as a strategic instrument in fostering character and strengthening students' national identity in the era of globalization. This study aims to analyze and describe the role of MKU Bahasa Indonesia in internalizing national character values and forming national identity awareness in students. This study uses a qualitative approach with a case study method. Data collection techniques were carried out through in-depth interviews with lecturers and students, observations of the learning process in the classroom, and documentation studies of semester lesson plans (RPS) and teaching materials. Data analysis was carried out interactively through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that learning MKU Bahasa Indonesia contributes significantly through: (1) strengthening pride and positive attitudes towards the Indonesian language as a symbol of national sovereignty, (2) integrating the values of politeness, discipline, and critical thinking in the preparation of scientific papers, and (3) instilling national insight through the use of thematic texts containing local wisdom and Pancasila values. Learning Indonesian as a subject has been proven to be effective as a medium for character building and national identity, as long as the teaching process is not limited to the theoretical level of language but is integrated holistically with the habituation of attitudes and cultural appreciation.



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Introduction

Learning Indonesian in higher education is not merely positioned to fulfill academic credit requirements, but rather plays a strategic role as a Compulsory General Curriculum Course (MKWK) designed to strengthen students' character and national identity. Amidst the onslaught of globalization and massive digital transformation, the younger generation, especially students, is facing a national identity crisis. The integration of foreign cultures, the dominance of foreign languages in the public sphere, and the widespread use of slang on social media are slowly shifting the position of Indonesian as a unifying symbol and symbol of national identity.

According to Gagne, as quoted by (Kartika, 2020), learning is a change in disposition or ability achieved by a person through activity. Meanwhile, Travers, as quoted by (Mayasari, 2024), explains that learning is the process of producing behavioral adjustments.

According to Chaplin in (Kartika, 2022), learning is the acquisition of relatively permanent changes in behavior as a result of practice and experience. According to Hintzman in (Kartika, 2021), learning is a change that occurs within an organism caused by experience that can influence the organism's behavior.

Based on the opinions above, it can be concluded that learning is a process of change that occurs in a person. This is caused by interaction with the environment as a result of experience.

Empirical conditions indicate a declining trend in the use of polite and formal language in academic settings and everyday life. Based on data from the Central Statistics Agency (BPS) and findings from relevant ministries, social media exposure among the productive age group (18–24 years) reaches more than 85%. This high exposure triggers the emergence of extreme code-mixing and code-switching phenomena, where standard language is often considered stiff or outdated by students. Furthermore, reports on assessments of reading literacy and academic writing skills at the tertiary level indicate that most first-year students still experience difficulties in composing scientific papers using grammar that conforms to PUEBI/EYD, and have not yet demonstrated a positive linguistic attitude toward their own national language.

Legally, the Indonesian government has emphasized the importance of this role through Law Number 24 of 2009 concerning the National Flag, Language, and Emblem, as well as the National Anthem, which was reinforced by Law Number 12 of 2012 concerning Higher Education. This regulation explicitly requires Indonesian as a general subject to foster a sense of nationalism. However, the reality on the ground shows a fairly wide gap between this regulation and the effectiveness of its learning. Indonesian language learning on many campuses is still often trapped in a purely technical-grammatical approach such as EBI editing or writing systematics without internalizing substantial values such as politeness of language, communication ethics, and awareness of national defense.

According to Zubaedi in (Sinurat, 2022) explains that character education is education that fosters character values in students so that they have values and character and use these values in their lives as citizens and members of society who are religious, nationalistic, productive and creative. Mustadi et al in (Paturachman, 2024) explain that character education is a movement in the education system in Indonesia that is implemented with the identity and characteristics of the Indonesian nation, so that it can foster good things in the form of attitudes and behavior in children from an early age.

According to Koesoema in (Mukarom, 2024), character education is also defined as an effort to develop various dimensions of an individual's personality so that they can be responsible for themselves and interact with others around them. Damayanti in (Arifudin, 2022) explains that character education aims to create education in schools that fosters ethics, responsibility, and teaches good character values. Character education can also be said to be character education within an individual that involves aspects of knowledge, feelings, and actions that are directly related to one another.

From the several definitions above, it can be concluded that character education has a deeper meaning than moral education, because it is not only learning but also fostering good behavior.

Although numerous studies have been conducted on Indonesian language teaching in higher education, the majority of previous research tends to focus solely on the technical-pedagogical and linguistic dimensions. These include (Heryati, 2022), (Yuliani, 2022), (Sudrajat, 2021), and (Puspita, 2020). All of these studies predominantly examine the effectiveness of learning methods, improving scientific writing skills, grammatical competence, and fulfilling EYD/PUEBI rules in academic assignments. This conventional approach positions Indonesian Language Courses as merely pragmatic instruments for graduation and the preparation of scientific papers, thus neglecting their primary potential as a vehicle for internalizing values.

The fundamental research gap lies in the lack of in-depth studies evaluating the Indonesian Language Course from the perspective of character formation and national identity. Most existing literature assumes that language proficiency automatically correlates positively with a sense of nationalism and polite character. However, the dynamics in the field show an empirical gap: students may master the theory of scientific writing, but still experience a crisis of communication ethics, the prevalence of fading politeness on social media, and a lack of pride in the national language due to the dominance of foreign languages and slang.

In addition, there is a contextual gap related to the rapid digital transformation and social interactions of the millennial/Gen Z era. Most previous studies have not captured how the current teaching materials and methods of Indonesian Language MKU adapt to the challenges of digital pop culture, the extreme code-mixing phenomenon, and the identity crisis amidst the current of globalization.

Therefore, this study aims to fill this gap by shifting the focus of analysis from merely technical language skills to character building and national identity. This research examines how the internalization of politeness values, digital literacy ethics, and a sense of shared heritage can be effectively reconstructed through the Indonesian Language curriculum in the digital era.

The impact of the weak internalization of these values is reflected in the increasing number of cases of violations of communication ethics between students and lecturers and among themselves, the

widespread spread of fake news (hoaxes), and the decline in pride in national symbols. Therefore, research on the role of the Indonesian Language Course (MKUM) in shaping national character and identity is crucial and urgent. This study aims to describe in depth how the effectiveness of the materials, teaching methods, and language attitudes instilled in Indonesian language lectures can reconstruct students' character so that it remains rooted in their national identity amidst the challenges of the times.

Method

According to Rahardjo, as quoted by (Andrivat, 2025), a research method is a way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific truth is open to continuous testing, criticism, and even revision. Therefore, there is no best method for seeking truth, but rather the appropriate method for a specific purpose based on the existing phenomenon. Budiharto, as quoted by (Kartika, 2025), states that the choice of research method must be tailored to the research being conducted to achieve optimal results.

This study uses a qualitative approach with a single case study design implemented in several study programs. Ultavia et al quoted (Daryaman, 2024) explained that the case study design was chosen to gain an in-depth, contextual, and holistic understanding of the role of Indonesian language learning as a general subject (MKU) in shaping the Character and National Identity of Students.

According to Nursalam in (Sari, 2024), a case study is a type of research that includes an assessment aimed at providing a detailed overview of the background, nature, and characteristics of a case. In other words, a case study focuses on a case intensively and in detail. This method of research is conducted in-depth on a situation or condition in a systematic manner, starting with observation, data collection, information analysis, and reporting of results.

The approach used in this research is a qualitative approach. According to Iskandar in (Indiati, 2023), a qualitative approach is where qualitative research as a scientific method is often used and implemented by groups of researchers in the social sciences, including educational science. Iskandar in (Aminulloh, 2023) explains the qualitative research approach as a process of research and understanding based on methods that investigate social phenomena and human problems.

This study employed qualitative research with field research methods. According to (Pikri, 2022), this approach aligns with the primary objective of the study, which is to describe and analyze the role of Indonesian language learning as a general subject (MKU) in shaping students' character and national identity. Therefore, this method will be able to explain the research problem (Akhira, 2022).

The purpose of case study research according to Yin in (Taufiq, 2022) is that the purpose of using case study research is not only to explain what the object being studied is like but to explain how the situation and how the case could occur. Meanwhile, Waluya in (Khaerunnisa, 2022) states that the purpose of case study is to develop in-depth knowledge about the object being studied, which means that this study is exploratory in nature.

Bogdan and Taylor (Azizah, 2022) explain that qualitative research methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. In this study, researchers create a complex picture, examine words, detailed reports from respondents' views, and conduct studies in natural situations, specifically related to the role of Indonesian language learning as a general subject (MKU) in shaping students' character and national identity.

Nasution, quoted (Afia, 2020), explains that the selection of informants was carried out using a purposive sampling technique, namely selecting subjects who best understand the role of learning Indonesian as a general subject (MKU) in shaping the character and national identity of students who are directly involved in its management. These informants include lecturers and students. This technique is commonly used to uncover the phenomenon of the role of learning Indonesian as a general subject (MKU) in shaping the character and national identity of students.

Technique can be seen as a means of carrying out technical work carefully using the mind to achieve goals. Although research is actually an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about the role of learning Indonesian as a general course (MKU) in shaping the character and national identity of students, articles, journals, theses, ebooks, and others (Engkus, 2019).

Because it requires library materials for its data sources, this research utilizes library research. Researchers require books, scientific articles, and other literature related to the topics and issues they are exploring, both printed and online (Mulyanto, 2017).

Seeking information from data sources requires the use of data collection techniques. Amir Hamzah in (Mayasari, 2023) claims that data collection is an effort to gather information related to the topic being studied. The author used library research methods to collect data. Specifically, the author began with the library to gather information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that shared views on the role of learning Indonesian as a general subject (MKU) in shaping students' character and national identity.

Furthermore, Amir Hamzah (Kartika, 2023) states that data collection is defined as various efforts to gather facts related to a topic or discussion being or will be explored. These details can be found in scientific literature, research, scientific writings, dissertations, theses, and other written sources. According to (Abdillah, 2022), data collection can be conducted in various circumstances, using different sources, and employing different techniques.

Saepudin, quoted (Asitoh, 2025), explains that in qualitative research, the researcher acts as the main instrument (human instrument) whose function is to interpret data, capture field dynamics, and interpret the phenomenon of the role of Indonesian language learning as a general subject (MKU) in shaping the Character and National Identity of Students directly. To support this role, auxiliary instruments are used in the form of interview guidelines, observation sheets, and document analysis formats. Meanwhile, Abdussamad, quoted (Supriatna, 2025), explains that research procedures include the pre-research stage, data collection, initial analysis during the research, and validation of findings through source triangulation.

Observation is part of the research process that directly examines the phenomena being studied (Abdillah, 2024). This method allows researchers to directly observe and experience the atmosphere and conditions of the research subjects. The observations in this study focused on the role of Indonesian language learning as a general subject (MKU) in shaping students' character and national identity.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Kartika, 2024).

Documentation is a data collection technique using existing written documents or records (Saepudin, 2024). Documentation comes from the word document, which means written objects. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Mahendra, 2025), the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Triyati, 2025), the documentation strategy is also a data collection technique proposed to research subjects. This data collection method using the documentation method is carried out to obtain data on the state of the institution (research object), namely the role of learning Indonesian as a general subject (MKU) in shaping the character and national identity of students.

Moleong, quoted (Fazriah, 2024), explains that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and conclusion drawing. Syarifah et al. (Ulfah, 2025) explain that data reduction is carried out by filtering relevant information, presenting data in a systematic narrative form, and drawing conclusions based on research findings. To ensure data validity, this study used source triangulation, namely comparing information from sources. According to Moleong (Asriani, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

According to Muhadjir in (Yusup, 2024), data analysis is the activity of systematically conducting, searching, and compiling records of findings through observation and interviews, allowing researchers to focus on the research they are studying. Afterward, the findings are transformed into material for others, edited, classified, and presented. Data validity techniques using triangulation include techniques and sources. Data analysis using the Miles and Huberman model in (Arifudin, 2025) consists of data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

The research results show that the implementation of Indonesian Language Learning as a General Subject (MKU) plays a pivotal role in reducing the identity crisis and internalizing national character in students in the digital

era. Based on in-depth qualitative data collection through interviews, participatory classroom observation, and analysis of student reflection documents, several key aspects were identified that illustrate the tangible impact of this learning process.

Shifts in Language Attitudes and Academic Politeness

Field findings reveal that before taking the Indonesian Language MKU course, the majority of first-year students tended to view the use of standard language as a form of communication that was rigid, overly formal, and less relevant to their social dynamics. In digital spaces and in direct communication with teaching staff, the use of code-mixing (mixing foreign/regional language codes) and informal language styles dominated daily interactions.

However, after gaining a comprehensive understanding of the status of the national language, a significant shift in linguistic attitudes occurred. Students began to demonstrate a collective awareness of applying polite language, both in the classroom and when composing formal messages. Academic communication ethics such as the use of polite greetings, coherent sentence structure, and respect for the interlocutor became concrete forms of the character of respect and culture that were successfully instilled.

Strengthening National Identity and Awareness

The Indonesian Language Course (MKU) covers more than just technical grammar, but also integrates an understanding of the history and function of language as a unifying tool for the nation. Through interactive discussions on language issues in the public sphere and shifting cultural values, students are encouraged to reflect on their role as agents in maintaining national identity.

Narrative data from the reflection sheets showed an increased sense of linguistic pride in using proper and correct Indonesian. Students recognized that amidst the onslaught of globalization and the dominance of foreign cultures, mastery of a sovereign national language is a key bulwark in maintaining national identity. Indonesian is no longer viewed merely as an instrument of daily communication, but as a symbol of sovereignty and a unifying force for ethnic diversity on campus.

Internalization of Digital Literacy Ethics and Scientific Character

Through assignments based on critical analysis and the preparation of scientific papers, the Indonesian Language Course (MKU Bahasa Indonesia) successfully fosters academic integrity. Students are trained to practice honest writing, avoid plagiarism, and be critical of information circulating on social media. The process of practicing compiling scientific arguments coherently and using valid data shapes students' mindsets that are rational, objective, and responsible. Mastery of ethical digital literacy is a key asset in countering the rise of destructive narratives, provocations, and fake news (hoaxes) in the digital space, thus forming students who are wise in their speech on social media. Overall, the internalization of character values and national identity through the Indonesian Language Course (MKU Bahasa Indonesia) does not occur automatically through memorizing grammatical rules, but rather through a contextual, reflective learning approach, and is based on strengthening communication ethics in both public and academic spaces.

The research results show that the implementation of Indonesian Language Learning as a General Subject (MKU) acts as a key pillar in reducing the identity crisis and internalizing national character in students. This finding confirms that Indonesian language lectures at the tertiary level can no longer be viewed merely as a pragmatic transfer of linguistic knowledge. Meanwhile, (Awaludin, 2023) explains that it is a process of constructing moral values and a sense of one nation.

Theoretically, the formation of national character and identity through language is in line with the Linguistic Relativity Hypothesis (Sapir-Whorf Hypothesis), which states that the structure and way a person organizes their language greatly influences their mindset and cultural perception of the world (Alammy, 2025). When students are accustomed to speaking and writing using polite and scientific Indonesian language rules, the framework of thought that is developed is one that is rooted in national values and eastern ethics. This is reinforced by the Social Identity Theory of Tajfel and Turner quoted (Andrivat, 2024), which explains that language functions as a social boundary marker (ethnolinguistic boundary marker) to strengthen the sense of belonging to one's national group amidst the onslaught of global culture.

When compared to previous research, these findings align with and extend the findings of studies showing that values-based language learning can shift students' linguistic attitudes in a positive direction. However, unlike previous studies, including those by (Nurbaeti, 2022), (Simbolon, 2023), and (Mayasari, 2025) which mostly focused on improving technical grammar competency or scientific writing skills, this study demonstrates that the Indonesian Language Course (MKUM) can serve as a preventative measure against ethical decadence in digital communication. When lectures are integrated with character-based digital literacy materials, students are not only able to identify

grammatical errors but also actively filter disinformation, respect their interlocutors on social media, and avoid plagiarism as a form of academic integrity.

The increased awareness of national identity found in this study also confirms that strengthening the function of Indonesian as the national language and national identity, as mandated by Law No. 24 of 2009, is effectively achieved when the learning approach is contextual and reflective. By integrating critical discussions on language challenges in the public sphere and the ethics of speaking, the Indonesian Language Course successfully bridges the gap between theoretical understanding and the actualization of students' national character in everyday life.

Conclusion

Based on the analysis and discussion, it can be concluded that Indonesian Language Learning as a General Subject (MKU) plays a strategic and transformative role in shaping character and strengthening students' national identity. Indonesian language courses are no longer merely a means of teaching technical-grammatical language skills, but rather serve as an instrument for internalizing ethical values, politeness, and academic integrity amidst the rapid flow of globalization and the dynamics of digital communication. The success of this character reconstruction can be seen from the positive shift in language attitudes (linguistic attitude) students, who now value the use of standard language more and apply academic communication ethics wisely. Furthermore, strengthening the national language as a unifying force for diversity has been proven to foster a sense of pride (linguistic pride) and strengthen national identity in students. Thus, MKU Bahasa Indonesia has proven to be a key pillar in bridging linguistic understanding with the actualization of nationalism and the formation of the character of the younger generation rooted in the nation's noble values.

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