

Optimal Strategies for Indonesian Language Learning in Higher Education in The Globalization Era

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Optimal Strategies for Indonesian Language Learning in Higher Education in The Globalization Era

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Abstract. This research aims to improve the quality of Indonesian language in learning at universities in the era of globalization. The good quality of the Indonesian language at this university can make it easier for students and lecturers to determine effective learning. This research is a type of qualitative research. With natural research subjects and objects, it is called naturalistic research, not manipulated or based on facts. This research used 55 respondents who were asked several questions about effective language learning strategies in the era of globalization. Serang Raya University is in first place for the most respondents. This research shows that learning methods such as questions and answers, presentations, discussions, and individual guidance are considered to be more helpful for students in understanding the material, thinking critically, and being able to develop students' communication skills. This research also shows that students are more enthusiastic and active in learning when lecturers use methods that involve interaction with students compared to using the lecture method. In the context of improving the quality of Indonesian language learning, collaborative efforts are needed between lecturers, students and universities to implement learning strategies and methods that are in line with the demands of globalization and are also the main focus in preparing students to face challenges in the era of globalization.

Keywords : Strategy, Method, Learning, Language, Globalization

1. INTRODUCTION

Language is a complex and dynamic communication that humans use to express thoughts, feelings and ideas through the use of symbols, both verbal and nonverbal. Language has many parts, namely phonology or language sounds, morphology or word structure, syntax or sentence structure, semantics or meaning, and pragmatics or context of use. Article 36 of the 1945 constitution stipulates that Indonesian is the official language in Indonesia. Basically, the application of Indonesian aims to make it easier for tribes in this country to communicate with each other. Effective learning activities must be implemented and mastered by both lecturers and students in order to achieve learning objectives (Sanjaya, 2006).

Learning strategy is a learning activity that teachers and students must know so that the aim of conveying learning can be achieved efficiently and effectively. By having a clear strategy, the learning process will be focused on this point and will give lecturers guidelines and references to act systematically. In achieving learning goals, learning strategies must be planned and communicated correctly. Therefore, it is hoped that educators have knowledge in selecting and implementing a learning strategy. In this way, they will have the ability to choose alternative strategies that are considered appropriate for the learning objectives that have been set. So, in order for this learning goal to be achieved, teachers and lecturers must master learning strategies.

In the era of globalization, many things in human life have changed, including education. In the field of education, globalization causes an increase in the need to master many languages, including Indonesian. In Indonesian, it aims to unite people throughout the nation, and has an important role in welcoming the era of globalization.

Indonesian language skills are very important for Indonesia's success on the international stage. As a result, various efforts need to be made to improve the quality of the Indonesian language at all levels of education. However, Indonesian language learning still faces many challenges, one of the main obstacles is the lack of learning approaches that are suitable for the context of globalization. This causes many students not to want to learn Indonesian.



Source: Data processed 2024

Figure 1. Challenges in Learning Indonesian in Higher Education

From this Figure it can be concluded that the biggest challenge according to respondents is Critical & Creative Constraints, with a percentage of 75%. This shows that many students face difficulties in thinking critically and creatively during Indonesian language learning. The second biggest challenge is Curriculum Relevance with 65%, which indicates that the curriculum taught may be less relevant to the needs or learning context of students in higher education. The use of technology is also a challenge with a percentage of 55%, which shows that there are still obstacles in integrating technology into Indonesian language learning. The lowest challenge is Intercultural Competence, with 40% of respondents feeling this is a problem in learning Indonesian. Overall, this Figure shows that although there are several challenges in learning Indonesian in higher education, the most prominent challenges relate to critical and creative thinking skills and the relevance of the curriculum.

Innovative and relevant learning strategies are needed to overcome this problem. Technology-based and interactive learning methods can increase students' desire to learn

Indonesian. Developing learning materials in accordance with everyday life and is also very important in global development.

Problems in effective Indonesian language learning strategies in universities in the era of globalization in 2024 are often related to the following things, including the relevance of materials and curriculum, where many universities still apply traditional curricula that are less relevant to the needs of globalization. A curriculum that is not dynamic can hinder students from competing in the increasingly competitive world of international work. Mastery of Technology in Learning: Lack of use of interactive technology and e- learning which can expand student access to Indonesian language material. Much teaching is still centered on lectures or conventional methods that do not involve modern digital technology. Development of Intercultural Competence: In the era of globalization, Indonesian language teaching in tertiary institutions needs to include aspects of intercultural competence. However, this aspect is still often neglected in learning, so students are not used to interacting with the international community or other cultures. Barriers to Critical and Creative Thinking Skills: In the era of globalization, critical and creative thinking skills are very important. Many students experience difficulty understanding and applying Indonesian in contexts that require this skill. The lack of approaches that promote critical discussion and creative exploration is a significant challenge. Empirical data regarding the relevance of material and curriculum, mastery of technology in learning, development of intercultural competence, as well as obstacles to critical and creative thinking skills in learning Indonesian in higher education, previous research and empirical studies from related journals are very necessary, including the Relevance of Material and Curriculum This is an important thing, as was done by Researcher Santoso, D. (2022) who stated that his research found that the Indonesian language curriculum in most tertiary institutions is still not fully relevant to the demands of globalization. There needs to be adjustments to the needs of global industry, including strengthening cross-cultural communication skills and digital literacy. Mastery of Technology in Learning as researched by Researcher: Putri, A. (2023) in her research findings shows that universities that integrate technology such as e- learning and interactive applications in Indonesian language learning are able to increase student participation and understanding significantly. The use of technology has also been proven to facilitate the evaluation and collaboration process between lecturers and students. According to Andayani, S. (2021), his research findings revealed that universities that include intercultural competency teaching in Indonesian language courses are able to help students develop communication skills with the international community. This strengthens students' abilities to work in a multicultural environment. According to Kurniawan, T. (2024)

in his research, he found that critical and creative thinking skills are often underdeveloped in Indonesian language learning in higher education. This is mainly caused by teaching methods that still focus on memorization and do not sufficiently encourage the exploration of critical or creative ideas. Each of these studies provides positive insights into how improvements in Indonesian language learning strategies in higher education can provide significant benefits in facing the challenges of globalization. From the problem above, the research taken by the author is entitled "Effective Indonesian Language Learning Strategies in Higher Education in the Era of Globalization"

2. LITERATURE REVIEW

In the era of globalization, learning Indonesian in higher education is faced with various challenges and opportunities. Indonesian not only functions as a national communication language but also as a tool to maintain the nation's cultural identity amidst globalization. Therefore, Indonesian language learning strategies must be adapted to the needs of the times and global challenges. This study aims to examine various effective learning strategies in learning Indonesian in higher education. Language Learning in the Context of Globalization: Globalization has changed the landscape of language learning across the world. Indonesian in higher education is not only studied by native speakers, but also by international students who are interested in studying Indonesian language and culture. Indonesian language learning must be able to adapt to this global context by taking into account technological advances, student mobility, and increasing intercultural needs.

Language Learning Theory

Language learning theories such as Input Theory Krashen, Constructivism Theory, and Task -Based Learning. Learning is relevant for use in learning Indonesian in tertiary institutions. The application of these theories can help improve students' language skills, both in reading, writing, speaking and listening skills.

Indonesian Language Learning Strategy in Higher Education

Use of Digital Technology: The use of technology in learning Indonesian has become an urgent need in the era of globalization. Digital technologies such as language learning applications, online learning platforms, and the use of social media as language interaction tools have proven effective in increasing student motivation and participation. The literature review shows that the use of digital technology can enrich learning experiences and expand access to learning materials. A study by Ahmad & Kusuma (2019) states that online learning applications such as Quipper and Duolingo are able to improve language skills effectively

through continuous interaction and practice. **Intercultural Approach:** Language learning is not only related to mastery of structures and vocabulary, but also to the ability to communicate effectively in a cultural context. An intercultural approach in learning Indonesian helps students understand cultural nuances, which is very important in an era of globalization where interaction between nations is increasing. A study by Rukmini (2020) shows that a learning approach that integrates intercultural competence is able to increase students' understanding of contextual language use, both in formal and informal communication.

Project Based Learning: Project-Based learning approach Learning has been recognized as one of the effective methods in higher education. Students are given the opportunity to work on real projects that involve the use of Indonesian, such as field research, making videos, or public presentations. A study by Widiastuti (2021) found that project-based learning can significantly improve students' language skills through team collaboration and solving real problems.

Collaborative Approach: Collaborative learning involves cooperation between students in completing language tasks. This strategy allows students to learn from each other and share knowledge. Collaborative learning also supports the building of effective social and communication skills. Research by Rahmawati & Syahrial (2018) shows that a collaborative approach can increase students' active participation in Indonesian language classes and encourage their involvement in more meaningful discussions.

Challenges in Implementing Indonesian Language Learning Strategies in the Era of Globalization

Technological Limitations: Although technology has great potential in language learning, limited access to digital devices and internet networks is still an obstacle in some universities. Apart from that, not all lecturers or instructors have sufficient skills to use this technology effectively. Research by Putri et al. (2020) stated that there is still a digital divide that influences the successful application of technology in language learning in higher education. Lack of Intercultural Competence, where students in tertiary institutions often have a limited understanding of Indonesian culture and its use in everyday communication. A lack of intercultural competence can hinder deeper language understanding and narrow students' global perspectives. A study by Kartika (2019) shows that language learning that does not integrate intercultural dimensions only produces language skills that are mechanical and less applicable in real situations.

Development of a Relevant Curriculum the Indonesian language learning curriculum in higher education must continue to be developed to be more relevant to global needs. The use

of technology and integration of intercultural aspects need to be strengthened to produce graduates who are able to compete globally. Lecturer Training in Using Technology Lecturers need to be given intensive training in utilizing educational technology. This will improve their ability to create a more interactive and engaging learning environment for students. strengthening Intercultural Learning Intercultural competence must be an integral part of Indonesian language learning in higher education. Through activities that involve cultural exchange, students can better understand the context of language use and apply it in intercultural communication. Improving Technological Infrastructure Higher education institutions need to ensure that technological infrastructure is adequate to support effective language learning. Investments in digital devices, internet networks, and online resources can help close the digital divide among students and faculty.

An effective Indonesian language learning strategy in higher education in the era of globalization must focus on the use of technology, an intercultural approach, and collaboration between students. With this approach, students will not only be more proficient in Indonesian, but also better prepared to face growing global challenges. Existing challenges, such as technological limitations and lack of intercultural competence, must be overcome through collaboration between institutions, teachers and students.

3. METHODS

Research Design: This research uses a qualitative approach, which produces descriptive data through observation of actions and written and spoken words. This method uses natural elements as a direct data source, with the researcher acting as the main instrument in data collection. The research aims to explore the use of effective Indonesian language learning strategies in higher education in the era of globalization, with universities as research subjects such as UNSERA, UNIBA, UNTIRTA, UNIVAL, and Esa Unggul University. Location and Research Subjects: Research was conducted at several universities in Banten and Jakarta, with research subjects being second and fourth semester students at these universities. This research uses population techniques, so that all students in related departments at the university are used as research subjects. The focus is on the interaction between learning strategies and effectiveness in language learning. Data Collection Techniques: Data collection was carried out through participant observation, questionnaires, documentation and literature study. Participant observation is used to monitor how the use of non-standard words and spelling errors affects the preparation of scientific papers. Questionnaires are used to obtain data from respondents regarding the effectiveness of various language learning strategies, while

documentation is used to collect supporting evidence. Literature study includes a review of relevant literature to support this research. Data Analysis Technique: Data is analyzed descriptively by organizing it into patterns, categories and main themes. Data collection is carried out continuously with interactive analysis which includes reducing, presenting and summarizing data. Data reduction is carried out to simplify and abstract relevant data, which is then presented so that it can be interpreted more easily by researchers. Thinking Framework: This research framework describes the relationship between the variables studied and the solutions proposed to solve the research problem. This research integrates various learning strategies such as explanatory strategies, discovery learning, comprehensive learning, inquiry, problem-based learning, and others. All of these strategies are mapped into a research framework that helps explain the effectiveness of each strategy in the context of language learning in higher education.

4. RESULTS

This research used 55 respondents to explain Effective Indonesian Language Learning Strategies in Higher Education in the Era of Globalization. Data collection was carried out by distributing an online questionnaire in the form of a Google Form via social media from 29 to 30 June 2024. To provide an overview of the respondents who were the sample for this research, the following are the characteristics of the respondents grouped according to each university.

Table 1. Based on Respondent Characteristics

University	Frequency (Person)	Percentage
UNSERA	31	56.36%
UNTIRTA	16	29.09%
UNIVAL	4	7.27%
UNIBA	2	3.64%
EU	2	3.64%

Based on Table 1, it can be seen that the majority of respondents were from Serang Raya University (UNSERA), namely 31 respondents, followed by Sultan Ageng Tirtayasa University (UNTIRTA) with 16 respondents, then Faletahan University (UNIVAL) with 4 respondents, then Bina Bangsa University (UNIBA) and Esa Unggul University (EU) with 2 respondents.

Description of Learning Strategy Variables

Researchers asked several questions to collect respondents as research subjects by submitting a number of questionnaires in the form of choices of learning strategy methods that are often used at each university. Based on the results of distributing online questionnaires to 55 respondents, the following results were obtained.

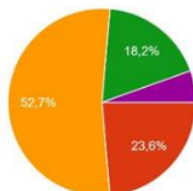


Figure 2. Learning Strategy Questionnaire

From the picture above, it can be seen that of the 55 respondents who stated that they strongly agreed, 5.5%, agreed, 18.2%, were neutral, 52.7%, disagreed, 23.6%, and strongly disagreed, 0%. It can be concluded that respondents think the presentation learning method can be easier to understand or may not be easy to understand according to the recipient of the material with a neutral answer of 52.7% compared to respondents who agreed at 23.7% and respondents who disagreed at 23.6%. In other words, respondents were slightly more suited to the presentation learning method for receiving material than were not suited to this method.

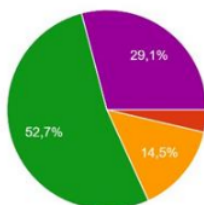


Figure 3. Learning Strategy Questionnaire Diagram

From the figure above, it can be seen that 29.1% of the 55 respondents said they strongly agreed, 52.7% agreed, 14.5% were neutral, 3.6% disagreed, and 0% strongly disagreed.. Thus, it can be concluded that respondents consider the question and answer learning method to be easier to understand according to recipients of the material with 81.8% agreeing answers compared to 14.5% for neutral respondents and 3.6% for respondents who disagree. In other words, almost all respondents are suitable for the question and answer learning method to receive material rather than not suitable for this method.

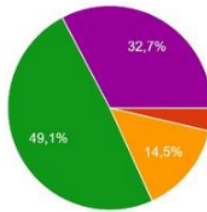


Figure 4. Learning Strategy Questionnaire Diagram

From the figure above, it can be seen that 32.7% of the 55 respondents said they strongly agreed, 49.1% agreed, 14.5% were neutral, 3.6% disagreed, and 0% strongly disagreed. It can be concluded that respondents consider the cooperative learning method easy to understand according to recipients of the material with 81.8% agreeing answers compared to 14.5% neutral respondents and 0% agreeing respondents. In other words, respondents are more suitable for the cooperative learning method to receive material than are not suitable for this method.

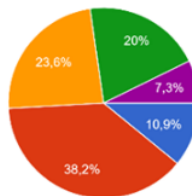


Figure 5. Learning Strategy Questionnaire Diagram

From the figure above, it can be seen that 7.3% of the 55 respondents said they strongly agreed, 20% agreed, 23.6% were neutral, 38.2% disagreed, and 10.9% strongly disagreed. It can be concluded that respondents consider the lecture learning method less easy to understand according to recipients of the material with answers disagreeing at 49.1% compared to neutral respondents at 23.6% and respondents agreeing at 27.3%. In other words, respondents are less suited to the lecture learning method for receiving material than they are to this method.

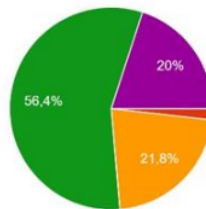


Figure 6. Learning Strategy Questionnaire Diagram

From the picture above, it can be seen that 20% of the 55 respondents said they strongly agreed, 56.4% agreed, 21.8% were neutral, 1.8% disagreed, and 0% strongly disagreed. It can

be concluded that respondents consider the guided learning method to be easier to understand according to recipients of the material with answers agreeing at 76.4% compared to neutral respondents at 21.8% and respondents who disagree at 1.8%. In other words, most of the respondents were suitable for the guided group learning method to receive the material than were not suitable for this method.

Effective Description of Language Variables

Researchers asked several questions regarding Indonesian language learning and tested respondents as research subjects by submitting a number of questionnaires in the form of effective language learning options in the campus environment. Based on the results of distributing online questionnaires to 55 respondents, the following results were obtained.

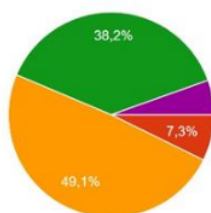


Figure 7. Effective Language Questionnaire

Based on the picture above, it can be seen that of the 55 respondents who stated that they strongly agreed, 3.5% agreed, 38.2% agreed, 49.1% were neutral, 7.3% disagreed and 0% strongly disagreed. It can be concluded that overall, it shows that the language learning methods implemented at the University are currently considered quite effective by the majority of respondents, although there are a number of respondents who are neutral and a few who feel dissatisfied. This indicates that the existing methods are quite good but can still be improved further to meet the expectations and needs of all students. Evaluation and adjustment of learning methods may be necessary to reduce the level of neutrality and increase the level of satisfaction among students.

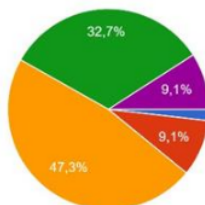


Figure 8. Effective Language Learning Questionnaire Diagram

Based on the Figure above, it can be seen that 9.1% of the 55 respondents said they strongly agreed, 32.7% agreed, 47.3% were neutral, 9.1% disagreed and 1.8% strongly

disagreed. It can be concluded that there are concerns regarding tertiary students' Indonesian speaking abilities. The majority of respondents (41.8%) agreed or strongly agreed that students' abilities were inadequate, especially in the use of standard words during presentations. This needs to be responded to by efforts to improve the ability to speak Indonesian through various programs and encourage students to actively use Indonesian properly and correctly in everyday life.

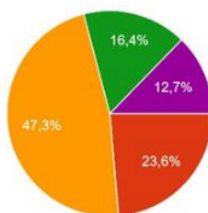


Figure 9. Effective Language Learning Questionnaire Diagram

Based on the Figure above, it can be seen that 12.7% of the 55 respondents said they strongly agreed, 16.4% agreed, 47.3% were neutral, 23.6% disagreed and 0% strongly disagreed. It can be concluded that students need adjustments and balance in applying formal Indonesian in the university environment. The use of formal language needs to be considered based on the context of the situation, communication goals, and community needs academics.

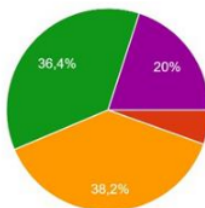


Figure 10. Effective Language Learning Questionnaire Diagram

Based on the Figure above, it can be seen that 20% of the 55 respondents said they strongly agreed, 38.4% agreed, 38.2% were neutral, 5.4% disagreed and 0% strongly disagreed. In conclusion, overall it shows that small group discussions are considered a useful method for improving Indonesian speaking and language skills for students. However, further research is needed to confirm the effectiveness of this method and to understand how it can be optimized to achieve the best results.

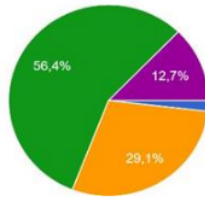


Figure 11. Effective Language Learning Questionnaire Diagram

Based on the Figure above, it can be seen that 12.7% of the 55 respondents said they strongly agreed, 56.4% agreed, 29.1% were neutral, 0% disagreed and 1.8% strongly disagreed. Overall, the questionnaire results show that individual tutoring is considered a useful method to help students overcome difficulties in learning Indonesian on a personal basis.

Observation Results

Observations of lecture activities indicate that the teaching approach predominantly relies on lectures and assignment distribution. This is evidenced by students who spend more time listening and taking notes, while lecturers primarily focus on delivering material. Although these methods remain common, observations reveal that students exhibit greater enthusiasm and active participation when lecturers incorporate presentations, discussions, and question-and-answer sessions. This increased engagement is reflected in students asking more questions, engaging in peer discussions, and participating in presentations. The findings are further supported by a questionnaire, which highlights that respondents prefer interactive learning methods such as presentations, discussions, and guided sessions. These approaches are regarded as more effective in facilitating students' comprehension of the material, enhancing their communication skills, and fostering critical thinking

5. DISCUSSION

From the results of the research conducted, researchers found some information in the form of actual data from various sources. The following is a description of several findings regarding Effective Indonesian Language Learning Strategies in Higher Education in the Era of Globalization.

Discussion of Questionnaire Results

The results of this questionnaire are data obtained from research subjects, namely students. The media used to distribute this questionnaire is Google Form. From several questions asked through the distribution of this questionnaire, a connection was found regarding Effective Indonesian Language Learning Strategies in Higher Education in the Era of Globalization. The first finding in the learning strategy variable was obtained from questions

in the form of agreeing or disagreeing about learning strategies that are often used in lecture activities. From the distribution of the questionnaire when filling out learning strategies, the results showed that 52.7% answered neutral and 23.7% agreed and 23.6% of respondents disagreed. This means that students in this case as research subjects are slightly more suited to the presentation learning method for receiving material than are not suited to this method. In the second question, 81.8% agreed, compared to 14.5% of neutral respondents and 3.6% of respondents who disagreed. In other words, almost all respondents are suitable for the question and answer learning method to receive material rather than not suitable for this method. The third question, 49.1% of respondents disagreed compared to 23.6% of neutral respondents and 27.3% of respondents who agreed. In other words, respondents are not suitable for the lecture learning method to receive material rather than suitable for this method. In the fourth question, 81.8% agreed that they agreed compared to 14.5% of neutral respondents and 3.6% of respondents who disagreed. In other words, almost all respondents are suitable for the discussion learning method to receive material rather than not suitable for this method. In the fifth question, 76.4% agreed, compared to 21.8% neutral respondents and 1.8% who disagreed. In other words, most of the respondents were suitable for the guided group learning method to receive the material than were not suitable for this method.

In the learning strategy variable, the researcher proposed several choices in the form of questions that were approved and not approved or with neutral answers. Of the five questions about presentation, discussion, question and answer and guidance methods, almost the majority of respondents agreed that these methods were very effective in teaching and learning. As for the lecture learning method, most of them disagree with the effectiveness of this lecture learning method. This means that more students are more suited to non-monotonous learning methods such as presentations, questions and answers, discussions and guided learning. Based on these results, researchers assume that learning that has a lot of interaction will be more effective than monotonous learning. Further findings in the effective language learning variable were obtained from questions asked to respondents, in the first question 42.7% agreed, 49.1% were neutral, 7.3% disagreed. Thus, it can be concluded overall, indicating that the language learning methods implemented at the University are currently considered quite effective by the majority of respondents, although there are a number of respondents who are neutral and a few who feel less satisfied. This indicates that the existing methods are quite good but can still be improved further to meet the expectations and needs of all students. Evaluation and adjustment of learning methods may be necessary to reduce the level of neutrality and increase the level of satisfaction among students. The second question, 41.8% agreed, 47.3% neutral, 10.9%

disagreed that students' abilities were inadequate, especially in the use of standard words during presentations. This needs to be responded to by efforts to improve the ability to speak Indonesian through various programs and encourage students to actively use Indonesian properly and correctly in everyday life.

The third question, 29.1% agreed, 16.4% agreed, 47.3% neutral, 23.6% disagreed. It can be concluded that students need adjustments and balance in applying formal Indonesian in the university environment. The use of formal language needs to be considered based on the context of the situation, communication goals, and community needs academics. The fourth question, 56.4% agreed, 38.4% neutral, 5.5% disagreed. In conclusion, overall it shows that small group discussions are considered a useful method for improving Indonesian speaking and language skills for students. However, further research is needed to confirm the effectiveness of this method and to understand how it can be optimized to achieve the best results.

The fifth question, 69.1% agreed, 29.1% neutral, 1.8% disagreed. Overall, the questionnaire results show that individual tutoring is considered a useful method to help students overcome difficulties in learning Indonesian on a personal basis.

In the effective language learning variable, the researcher proposed several options in the form of approved and disagreed questions or with neutral answers. Of the five questions about how to learn using language effectively with a delivery method that is in accordance with the formal language around us.

Discussion of Observation Results

From the results of observations that researchers made, namely by observing several lecture classes, one of which was Indonesian. There were several observations that the researcher made, namely: Observing students' delivery method and grammar when presenting, Observing the lecturer's method of delivering material, Observing students' language at the tertiary level. After conducting in-depth observations, it can be stated or concluded that students' delivery methods and grammar when they excel, where the results of the observations show variations in students' delivery methods and grammar when they excel. There are students who are able to convey their ideas clearly, structured, and use good and correct language. On the other hand, there are also students who still experience difficulties in conveying their ideas effectively and use non-standard language. This shows that it is necessary to provide guidance and mastery of the material when presenting so that the audience or other students understand what is being explained. Of course, students need to improve their skills in presenting material, speaking in public, and using Indonesian properly and correctly. For example, students can

train themselves to develop a clear presentation structure, use language appropriate to the context, and practice effective delivery techniques.

Lecturer Methods Used When Delivering Material, where the results of observations show variations in the lecturer methods used when delivering material. There are lecturers who use lecture/monotonous methods, group discussions, question and answer, and practicum. The lecture method, which is classified as monotonous and has minimal interaction, is still often used, but it needs to be varied with other methods to make learning more interesting and interactive. For example, lecturers can use interesting learning media, provide activities that encourage active student participation, and provide sufficient time for discussions and questions and answers.

Student Language at the Higher Education Level, where observation results show that there are still many students who have inadequate Indonesian language skills. This can be seen from the use of limited vocabulary, grammar that is not yet standard, and speaking skills that are still classified as less than fluent. Of course, this needs to be addressed with several efforts, such as improving Indonesian language teaching, evaluating and improving the curriculum and Indonesian language learning methods in higher education, improving speaking skills, needing to hold more Indonesian speaking practice in class, such as discussions, presentations, and debates, Provision of Supporting Services, it is necessary to provide supporting services such as individual guidance, language tutors, and Indonesian language courses to help students improve their abilities. It can be concluded, in the era of globalization, learning Indonesian in higher education requires an effective and comprehensive approach. The learning process must be adapted and changed to increase student interaction, communication and active participation. In addition, the use of formal Indonesian must be considered carefully according to the context and needs of the community academics. To achieve effective language learning in the era of globalization, improving students' Indonesian speaking skills is also a main focus. Student Language at the Higher Education Level where the results of observations show that there are still many students who have inadequate Indonesian language skills. This can be seen from the use of limited vocabulary, grammar that is not yet standard, and speaking skills that are still classified as less than fluent. Of course, this needs to be addressed with several efforts, such as improving Indonesian language teaching, evaluating and improving the curriculum and Indonesian language learning methods in universities, improving speaking skills, needing to hold more Indonesian speaking practice in class, such as discussions, presentations and debates. Provision of Support Services: Support services need to be provided such as individual guidance, language tutors, and Indonesian language courses to help students improve their

abilities. It can be concluded, in the era of globalization, learning Indonesian in higher education requires an effective and comprehensive approach. The learning process must be adapted and changed to increase student interaction, communication and active participation. In addition, the use of formal Indonesian must be considered carefully according to the context and needs of the community academics. To achieve effective language learning in the era of globalization, improving students' Indonesian speaking skills is also a main focus.

6. CONCLUSION

The results of research through online interviews (Google Forms) show that learning methods such as questions and answers, presentations, discussions, and individual guidance are more effective in helping students understand material, think critically, and develop communication skills. Students tend to be more enthusiastic and active when lecturers use interactive methods rather than lectures. Therefore, collaboration between lecturers, students and universities is needed to implement learning strategies that are appropriate to the challenges of globalization, in order to prepare students to face future demands. To improve the quality of Indonesian language learning in the era of globalization, steps are needed such as adapting methods to student learning styles, utilizing digital technology, and encouraging the development of students' digital literacy and communication skills. The curriculum and learning methods must be relevant to the demands of the job market so that students are ready to compete in the professional world. Inclusive and innovative approaches and comprehensive evaluation are very important to increase the effectiveness of learning in higher education.

LIMITATIONS

contemporary theory so that statements in collecting information are still less effective.

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