

The Impact of Foreign Languages in Social Culture Scope on Technology and Vocational Education in Indonesia

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ABSTRACT

In the era of globalization, the flow of cultural, informational, and technological exchanges underscores the importance of mastering foreign languages as a tool for cross-national communication. In Indonesia, proficiency in foreign languages has become increasingly relevant, especially in supporting the development of technological and vocational education. As foreign languages dominate various aspects of life, the rich local culture with its traditional values risks being marginalized. This phenomenon is particularly evident in the education sector, where many students prioritize foreign language proficiency to meet the demands of the global labor market while understanding local socio-cultural values becomes increasingly neglected. This study aims to find strategic solutions to integrate foreign language proficiency without compromising the nation's socio-cultural identity in technological and vocational education. The research method used is a literature review with a descriptive qualitative approach. Data collection was conducted through web and metadata search applications for research articles. Data analysis followed the Miles & Huberman model, which includes data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that the interaction between socio-cultural factors, including foreign language skills, has a significant impact on the development of technological and vocational education in Indonesia. The implications of this study recommend that policymakers give substantial attention to these factors to enhance technological and vocational education rather than hinder it.

Keywords:

Technology and Vocational Education, Foreign Languages, Social Impact, Culture Impact, Philosophy of Science, Literature Studies

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INTRODUCTION

In the era of globalization, the flow of cultural, informational, and technological exchange has increasingly emphasized the importance of mastering foreign languages as tools for cross-national communication. In Indonesia, proficiency in foreign languages such as English, Mandarin, or Japanese has become more relevant, especially in supporting the development of technology and vocational education. Language serves as an effective means of communication within society (Mailani, 2022). Foreign languages function as tools for communication with the international community and as keys to accessing up-to-date information and knowledge across various fields of science and technology (Trisanti & Bewafa, 2022). The government has integrated foreign language learning into the national education curriculum, which has brought numerous positive impacts, especially in broadening perspectives and enhancing global communication skills. However, alongside these benefits, the growing use of foreign languages requires greater attention, particularly regarding its impact on socio-cultural aspects. While learning foreign languages is essential for improving global competitiveness, it is crucial to remember that the Indonesian language, as a cultural identity and primary communication tool, must be preserved. The key to preserving culture through education lies in balancing the teaching of the Indonesian language with local languages (Habeahan et al., 2024).

On the other hand, in the socio-cultural context, the influence of foreign cultures—particularly the prevalence of foreign languages—poses a significant threat to local values and national culture (Siregar et al., 2024). Language is not merely a tool for communication; it serves as a vital carrier of a nation's values, identity, and traditions (Putri et al., 2024). When foreign languages dominate various aspects of life, from media and entertainment to the workforce, local cultures rich in traditional values risk being marginalized. This is particularly evident in the education sector, where many students prioritize mastering foreign languages to meet the demands of the global job market, often at the cost of neglecting their languages and cultures. If this trend continues, Indonesia will face a significant dilemma: it must decide whether to preserve the richness of its local culture or to adopt foreign cultures that could alter its national identity and impact its socio-cultural landscape.

The urgency of this research becomes evident when linked to vocational education, which serves as a backbone for producing skilled workers capable of competing globally. Vocational education, designed to prepare individuals for work in various industrial sectors, demands not only technical skills but also cross-cultural communication abilities. For vocational high school (SMK) students, proficiency in foreign languages not only expands job opportunities but also provides access to knowledge, technology, and global networks (Pratiwi & Murtini, 2024). In an increasingly integrated global industry, foreign language skills are becoming a necessity. The interconnected nature of the workforce with

international markets requires workers who are not only technically skilled but also proficient in communicating in foreign languages. Unfortunately, SMK graduates are feared to struggle in competing with foreign workers in Indonesia, and even with local talent, due to their inadequate English proficiency, which is considered insufficient (Safira & Azzahra, 2022). This limitation not only restricts job opportunities in international markets but also weakens Indonesia's competitiveness as a developing country striving to attract foreign investment and develop high-tech industrial sectors. Without improved foreign language skills among the workforce, Indonesia will find it challenging to compete with other countries that have already prepared their human resources with international competencies.

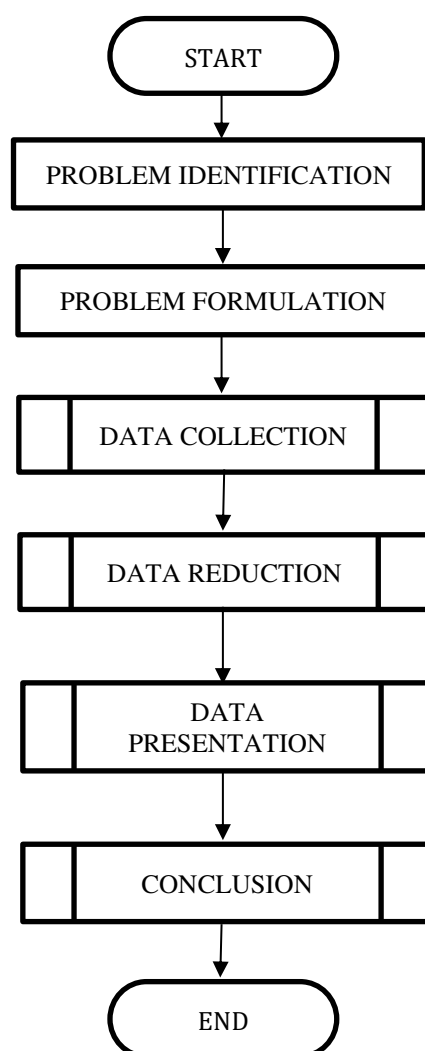
Therefore, this research is crucial in bridging the gap between the need for foreign language proficiency in vocational education and its impact on local cultural values. By analyzing the socio-cultural impacts of the dominance of foreign languages, this study aims to find strategic solutions that integrate foreign language mastery without sacrificing the nation's cultural identity. A balanced approach is needed in developing foreign language education in Indonesia, which should not only emphasize the mastery of international languages to support technical skills and global market competitiveness but also strengthen education based on an understanding of local culture and language. The results of this study are expected to contribute to the development of more holistic educational policies that encompass both the enhancement of foreign language proficiency and the preservation of local culture. This dual approach aims to boost Indonesia's technological and vocational education competitiveness on a global scale. Thus, Indonesia will not only produce technically skilled workers but will also maintain and develop its cultural heritage as an inseparable part of the nation's identity.

METHODS

This research adopts a descriptive qualitative approach, chosen for its ability to provide a comprehensive and in-depth exploration of the social, cultural, and linguistic impacts on technology and vocational education in Indonesia. Through this approach, the study aims to present a thorough understanding of the phenomena under investigation. Primary data were collected through a meta-analysis of articles retrieved from Google Scholar and other relevant platforms. The collected metadata were analyzed and visualized using VOSviewer software to identify research trends, dominant keywords, and conceptual relationships. This bibliometric analysis enabled the systematic identification of key areas of focus, including clusters of social, cultural, and linguistic impacts. A literature review was employed as the primary research method, allowing for the synthesis of relevant and up-to-date data from various academic sources, including journal articles, books, research reports, and other publications. Data analysis followed the Miles and Huberman model, which involves data reduction through coding, categorization, and thematic identification (Yunengsih & Syahrifuddin, 2020). The data were subsequently presented in accessible formats such as matrices and diagrams to facilitate interpretation.

Figure 1

Design of Research Procedure



FINDINGS

This literature review begins with the collection of research articles from both national and international journals utilizing Google Scholar metadata. The keywords chosen for this metadata collection are "Socio-Cultural Impact on Technology and Vocational Education" and "Impact of Foreign Languages on Technology and Vocational Education." Google Scholar presents numerous research articles related to these keywords. Subsequently, a metadata sorting process is applied using a filter for research published within the last five years, specifically from 2019 to 2024. Consequently, 20 key research articles will be analyzed in this study, as outlined in Table 1 below.

Table 1

Research Articles Details

Year	Journal	Research Title	Focus Impact	Researcher	Research Method
2019	Jurnal Pengabdian Vokasi	Understanding Vocational Education at the Higher Education Level for the Community	Social Impact	Sukoco, J. B., et al.	Qualitative (Counseling)
2020	Heliyon	Development Through Vocational Education. The Lived Experiences of Young People at a Vocational Education, Training Restaurant in Siem Reap, Cambodia	Social Culture Impact	Miller	Qualitative (Explanatory)
2020	Lingua Franca: Jurnal Bahasa, Sastra, dan Pengajaran-nya	The Fading of the Charm of the Indonesian Language on Social Media (A Sociolinguistic Study of the Use of Indonesian)	Social Culture Impact	Arsanti & Setiana	Qualitative (Literature Review)
2020	Jurnal Pamator	The Impact of Cultural Invasion on Local Culture: A Case Study on Regional Languages	Culture Impact	Budiarto	Qualitative (Observation & Literature Review)
2021	Jagaddhita: Jurnal Kebhinneka-an dan Wawasan Kebangsaan	The Role of Culture in The World of Education	Culture Impact	Widyastuti	Qualitative (Literature Review)
2022	ELSEVIER: Transportation Research Procedia	Modeling Developing Readiness of Maritime Graduates for Profession-Oriented Foreign-Language Communication by Means of Contextual Learning	Foreign Language Impact	Yashnikova	Research & Development
2022	Mude: Jurnal Multidisiplin Dehasen	The Influence of Slang (SLANG) on the Indonesian Language in the Young Generation	Culture Impact	Anggini, et al.	Qualitative (Literature Review)
2022	Basicedu: Research and Learning in Elementary Education	Educational Liberalism and the Discourse of Link and Match of Vocational Schools in Indonesia	Social Culture Impact	Precalya	Qualitative (Critical Discourse Analysis)

Year	Journal	Research Title	Focus Impact	Researcher	Research Method
2022	Jurnal Pendidikan Tambusai	The Impact of Foreign Language Development on Indonesian in the Era of Globalization	Foreign Language Impact	Saragih	Quantitative (Causal-Comparative)
2022	EDUCATIVO: Jurnal Pendidikan	The Influence of Globalization on Students' Social Behavior	Social Impact	Harefa	Quantitative Descriptive
2022	Jurnal Ilmu Keperawatan dan Kebidanan	The Relationship between Family Roles and the Level of Knowledge of Vocational School Students About Early Marriage during the Covid19 Pandemic	Social Culture Impact	Atik & Susilowati	Quantitative
2022	SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora	Patterns of Teachers' Social Interaction with Grade XI Students at SMK Negeri 1 Muara Wahau	Social Impact	Yasin & Nasution	Qualitative (Triangulation)
2023	JAVIT: Jurnal Vokasi Informatika	Strengthening the Learning Management System (LMS) for Improvement Quality of Learning in the Society 5.0 Era in the Technology and Vocational Education Study Program	Social Impact	Harahap, et al.	Quantitative (Categorical Descriptive)
2023	JPM: Jurnal Penelitian Multidisiplin	The Use and Meaning of the Indonesian Language in the Era of Globalization	Foreign Language and Culture Impact	Rahayu	Qualitative (Literature Review)
2023	International Journal of Advance Scientific Research	The Role of Education and Training in Professional Training and The Importance of Foreign Languages in The Formation of Professional Competence of Students	Foreign Language Impact	Rakhmankulovna	Qualitative (Literature Review)
2023	SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora	From Domestic to Public: A History of	Social Culture Impact	Widuatie, et al.	Qualitative (History Method)

Year	Journal	Research Title	Focus Impact	Researcher	Research Method
		Vocational Education Women from Time to Time			
2024	Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial	Analysis of the AUSBILDUNG Program: Indonesia-Germany Cooperation to Improve the Level of Vocational Education (Case Study of SMKN 6 Malang)	Foreign Language Impact	Aditama, et al.	Qualitative (In-Depth Interview and Literature Review)
2024	J-EDU: Journal-Erfolgreicher Deutschunterricht	Maintaining Cultural Identity Through Education: The Role of Indonesian in Alongside Foreign Languages in the Era of Globalization.	Foreign Language Impact	Habeahan, D.C., et al.	Qualitative (Literature Review)
2024	ELSEVIER: Studies in Educational Evaluation	New Evidence on the Impact of Learning in a Foreign Language on Educational Outcomes	Foreign Language Impact	Pires, et al.	Quantitative (Experiment)
2024	ELSEVIER: Linguistics and Education	Connecting Chronotopes and Language Ideologies: Educator Views on Migrants' Majority Language Use in Vocational Education	Foreign Language Impact	Puranen	Qualitative (Ethnographic Interview and Observation)

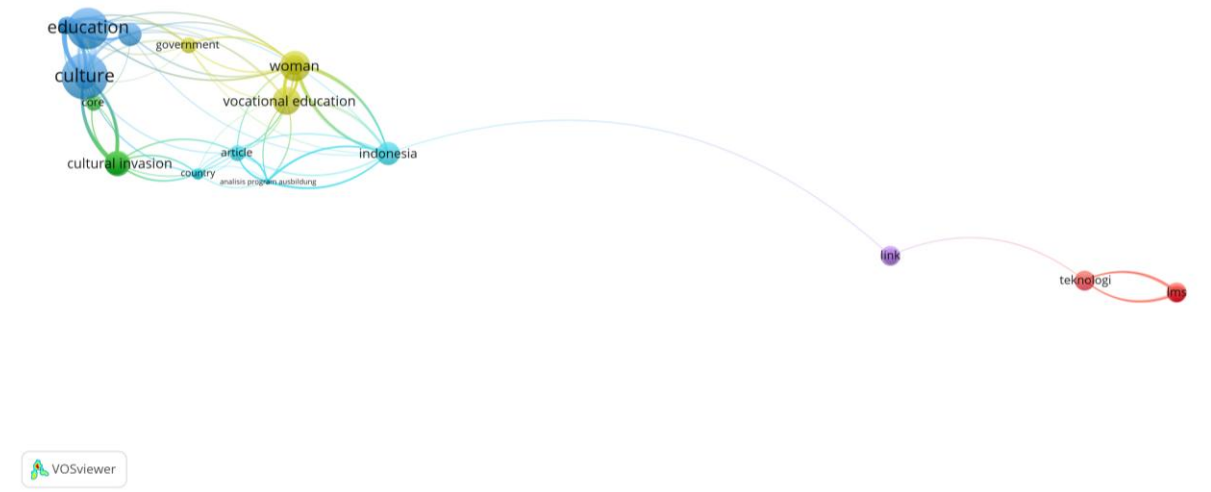
Furthermore, the twenty research articles were bibliometrically reduced using the VOSViewer application. The data from the fifteenth article will be analyzed using the Network Visualization, Overlay Visualization, and Density Visualization features of the application. Network Visualization is used to analyze research keyword network trends. The results yielded 12 clusters and 4,648 networks, with the keyword that appears most frequently being "Culture," while the keyword that appears least often is "Foreign Language Impact." Overlay Visualization is used to analyze research trend variations over the years. The results indicate that more research on the impact of foreign languages in socio-cultural contexts, particularly regarding technology and vocational education, will be carried out in 2022-2023. Density Visualization is used to analyze research density trends. The results show that the focus of research on the impact of foreign languages in socio-cultural contexts on technology and vocational education is more likely to be conducted, with a focus on "Culture," "LMS," and "Education," while less frequently

addressed is the focus on "Technology." The results of the data reduction and analysis using VOSViewer can be seen in Figure 2 below.

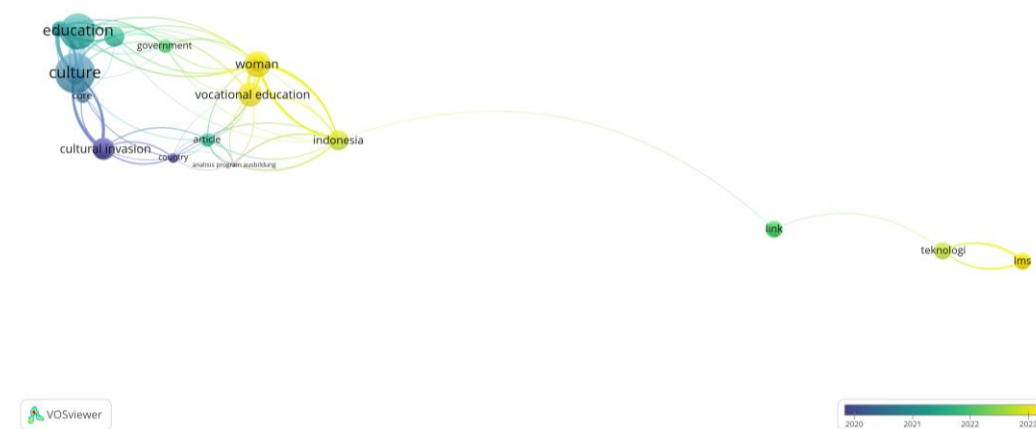
Figure 2

Result of Bibliographic Data Reduction and Analysis Using VOSViewer

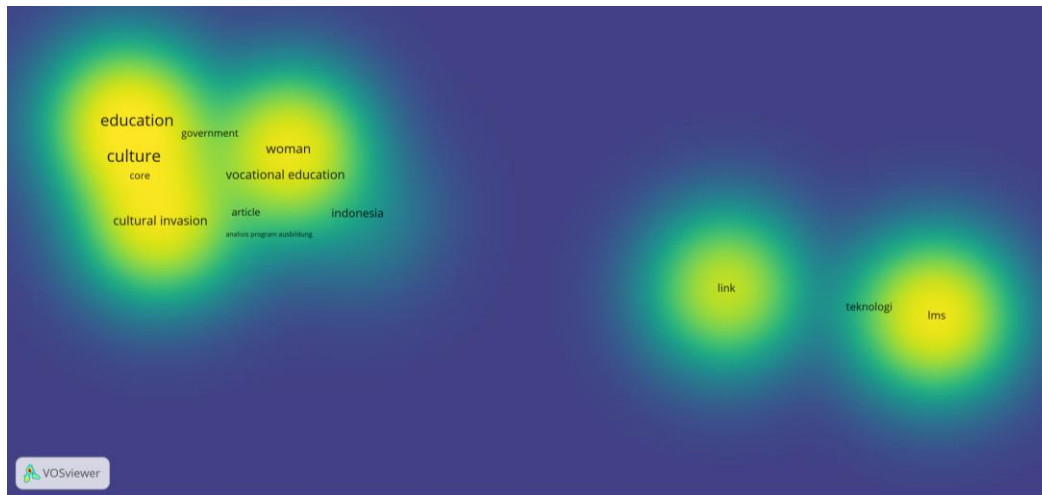
(a) *Network Visualization*



(b) Overlay Visualization



(c) *Density Visualization*



The subsequent phase of this research involves the presentation of findings derived from the literature review. A detailed exposition of data pertinent to this study will be provided in the Discussion section. The discourses encompassed within this section will address several critical themes, including the Social and Cultural Impact, the Role of Foreign Language within the Framework of Social and Cultural Dynamics, and the Advancement of Technology and Vocational Education in Indonesia through the lenses of Social, Cultural, and Foreign Language Perspectives.

DISCUSSION

1. Social and Culture Impact

The research underscores the significant role of culture in education. For instance, Widyastuti (2021) emphasizes that education and culture are interdependent, yet globalization often leads to the marginalization of cultural values in education. In the context of vocational education, integrating cultural values fosters not only technical skills but also character development, including ethics, responsibility, and teamwork. This ensures that vocational graduates are not only technically proficient but also culturally grounded and globally competitive.

Similarly, Sukoco et al. (2019) identified the lack of public awareness about the distinct role of vocational education in equipping individuals with practical skills. Their community engagement efforts in Semarang improved their understanding of vocational education, emphasizing the importance of cultural integration in curricula to strengthen national identity and global competitiveness for students. On the other hand, Miller, A. (2020) explained that students faced competing demands between their gendered, traditional cultural values and the experiences of equity and empowerment provided in their hospitality training.

Harefa's research (2022) specifically discusses the impact of globalization on students' social behavior. From this, we can draw several conclusions relevant to broader themes, namely the social, cultural, and foreign language impacts on technology and vocational education in Indonesia. Just as globalization affects students' social behavior, it is also a key factor in transforming the educational landscape, including vocational education. The influence of foreign cultures, access to technology, and global labor market demands have reshaped how we view education and the skills required. Students' social

behavior, influenced by globalization, reflects the education they receive. If vocational education can integrate relevant social and cultural values, students will exhibit more positive and adaptive social behavior in response to changing times.

Research conducted by Muhammad Yasin and Fira Rusdianti Nasution (2022) provides an in-depth understanding of the dynamics of social interaction. This study finds that social interaction is influenced not only by internal factors, such as the personalities of teachers and students, but also by external factors like school culture and the learning environment. By creating a conducive learning environment and providing opportunities for students to interact effectively, vocational education can produce graduates who not only possess strong technical skills but also the social and cultural competencies needed to compete in the global workforce. A positive and inclusive school culture supports the creation of a conducive learning environment for developing the social, cultural, and language skills required in vocational education.

Vocational education seeks not only to impart technical skills but also to develop individuals with strong character, preparing them to effectively navigate workplace challenges. The family's role in shaping students' character and values is crucial to achieving the goals of vocational education. Research by Atik and Susilowati (2022) highlights the importance of collaboration between schools and families in nurturing graduates who not only possess excellent technical abilities but also demonstrate strong character, ready to meet the demands of the workforce.

The integration of technology into vocational education is influenced by various social and cultural factors. Society's attitudes toward technology, levels of digital literacy, and the availability of infrastructure all play significant roles in the adoption of technology within education. Trust in technology, along with an understanding of its benefits, is essential for fostering a willingness to embrace technological innovations in educational settings. Furthermore, individuals with higher levels of digital literacy are generally more adept at adapting to new technologies. The presence of adequate technological infrastructure—such as reliable internet access and sufficient computing devices—is also vital for the successful implementation of technology in vocational schools. Cultural factors further influence this integration process. In certain cultures, there may be a preference for maintaining traditional teaching methods, while others may be more receptive to innovative, technology-enhanced approaches. Preferences for specific learning methods, ingrained values, and social hierarchies within a community can all impact how technology is adopted and utilized in vocational education contexts.

2. Foreign Language as Part of Social and Culture Impact

The rapid advancement of technology has brought significant changes to all aspects of life, one of which is globalization. Globalization encompasses the flow of information, and ideas, and the blending of cultures across nations without boundaries. One of the most prominent phenomena of globalization is the increasing use of foreign languages in daily life, particularly English as the international language (Pires, et al., 2024). Foreign languages have evolved beyond being mere tools of communication; they have become symbols of social status, modernity, and intelligence. The use of foreign languages in daily conversations, social media, and even education underscores the importance of foreign languages as part of a growing social trend (Puranen, 2024). Language, as a communication tool and a component of social culture, evolves alongside society. If a language is neglected, it risks extinction and becomes increasingly difficult to revive

(Rahayu, 2023). If a community begins to abandon its native language, the language may eventually become extinct over time.

However, the influx of foreign languages also poses significant challenges to local culture, including linguistic culture itself. Saragih (2022) identifies several negative impacts of foreign language dominance on Indonesian culture if left unchecked: (1) the erosion of Indonesia's original culture; (2) the diminishing presence of the Indonesian language; (3) a decline in proper understanding and use of the Indonesian language; (4) a reduction in national pride; (5) the devaluation of the native language; and (6) the decline of Indonesian cultural and linguistic heritage. Therefore, greater attention must be given to preserving Indonesia's language and culture to ensure their continued existence and development amidst the intensifying currents of globalization. While globalization brings many positive impacts in terms of information exchange and technological advancement, it also threatens the existence of local cultures, including the Indonesian language, which is a key component of national identity. Without serious preservation efforts, Indonesia's language and culture risk being overshadowed by external influences, losing their direction and meaning.

The preference for foreign languages in daily conversations unconsciously diminishes the value of native languages. Today, the Indonesian language is increasingly marginalized by foreign languages through the incorporation of foreign terms, even when Indonesian equivalents exist, to appear intellectual and modern (Arsanti & Setiana, 2020). However, excessive use of foreign languages in inappropriate contexts can lead to a loss of awareness of the importance of using proper and correct Indonesian. This phenomenon also poses a serious threat to the preservation of the Indonesian language, as more young people prefer using foreign languages over their own. This risks eroding the social and cultural values inherent in the Indonesian language and reducing pride in it as the national language.

One consequence of the increasing use of foreign languages is the diminishing recognition of standard Indonesian among the public, which contributes to a loss of understanding of proper and correct usage (Anggini, 2022). In this context, the integration of foreign languages into daily communication has caused many Indonesian terms or expressions to be distorted or replaced by foreign words, leading to a decline in public comprehension of Indonesian linguistic norms. This phenomenon impacts social aspects, potentially threatening the preservation and accuracy of the official language's use, particularly in formal or academic contexts. It poses a significant challenge to maintaining the integrity of the Indonesian language as an effective communication tool aligned with established rules.

Moreover, as globalization intensifies, the introduction and spread of foreign cultures, such as foreign languages in Indonesia, can lead to what Budiarto (2020) describes as "cultural invasion." This process becomes evident when a society lacks a strong awareness of its own culture, allowing foreign influences to undermine or even erase local cultural traditions. The growing dominance of foreign languages as symbols of imported culture can ultimately compromise the authenticity and diversity of Indonesia's native culture. This highlights that while foreign languages benefit Indonesia by

connecting it to the global community, they also profoundly affect the authenticity of national culture, particularly in preserving the Indonesian language as a cultural heritage that must be protected and sustained.

3. Development of Technology and Vocational Education in Indonesia in a Social, Culture, and Foreign Language Perspective

Technology and vocational education play a crucial role in creating competent human resources to support Indonesia's economic growth. In the context of the *Indonesia Emas 2045* vision, developing technology and vocational education is urgent to enhance global competitiveness. However, this sector faces various challenges, including the lack of alignment between education and industry needs, disparities in access to vocational education, and weak infrastructure support. The most significant challenges arise from social, cultural, and foreign language skill factors, which influence students' ability to achieve competency. Technology and vocational education require a holistic approach to address these barriers while meeting the demands of the global labor market.

The social impact on vocational and technology education in Indonesia is evident in efforts to create a link and match between education and industry. The current vocational education system is more market-oriented, reflecting the liberalization of education to support economic growth (Precalya, 2022). This approach not only enhances the relevance of education but also strengthens social values, such as respect for human rights and equal opportunities. On the other hand, vocational and technology education positively impacts society by providing access to skills that can improve living standards. For instance, programs like “Ausbildung” enable vocational students to compete in international job markets, creating a ripple effect in developing high-quality human resources and improving the welfare of Indonesian society as a whole (Aditama et al., 2024).

Local culture significantly influences the development of vocational and technology education. In Indonesia, vocational education has undergone substantial cultural transformation, from providing basic skills education for women during the colonial era to modern vocational education that offers equal opportunities for both men and women (Widuatie et al., 2023). This transformation not only shifted women's roles from domestic to public spheres but also established the mindset that education is a universal right. Conversely, vocational and technology education positively impacts culture by integrating technological innovation to preserve local values. For example, culture-based skills training can create job opportunities that sustain traditional culture amidst globalization.

Foreign language skills are a critical element in the development of vocational and technology education in Indonesia. Mastery of foreign languages, as emphasized by programs like “Ausbildung”, enables vocational students to access international job markets and enhance their professional competencies (Rakhmankulovna, 2023). Conversely, vocational education also influences students' foreign language skills through international programs and language training as part of the curriculum. Overall, social, cultural, and foreign language skill factors significantly impact vocational and technology education in Indonesia. The interaction between vocational education and these three aspects creates dynamics that not only improve education quality but also strengthen the global competitiveness of vocational graduates.

The implications of this research highlight the importance of adaptive, industry-oriented curriculum development for vocational and technology education. Vocational institutions need to leverage these findings to strengthen links and match with industries, expand international collaborations, and integrate local culture-based learning and foreign language mastery. However, this study has limitations, as most data were obtained from literature reviews without field testing. Therefore, further research is needed to explore practical implementation in various vocational education contexts in Indonesia. Additional recommendations include developing Learning Management Systems (LMS) relevant to industry needs and enhancing teacher training to meet global competency standards (Harahap et al., 2023).

CONCLUSION

This study highlights the significant influence of sociocultural, linguistic, and technological factors on the development of vocational education in Indonesia. The integration of cultural values within vocational education curricula is essential for producing graduates who are not only technically skilled but also possess strong character and adaptability to diverse work environments. By embedding local cultural elements, vocational education can foster a sense of national identity while equipping students to compete on a global scale. Additionally, globalization and the growing emphasis on foreign language proficiency, particularly in English, are key to aligning vocational education with international standards. Proficiency in foreign languages enhances students' access to global knowledge and opportunities, yet this dynamic poses challenges to the preservation of local linguistic and cultural identity. It is, therefore, crucial to strike a balance between embracing global competencies and safeguarding national heritage.

Despite its potential, vocational education in Indonesia faces several challenges, including a lack of synergy between educational institutions and industry demands, unequal access to resources, and insufficient infrastructure. Addressing these challenges requires the development of adaptive and industry-oriented curricula, the integration of cutting-edge technologies such as Learning Management Systems (LMS), and targeted training for educators to meet global competency standards. The findings of this study are limited to a literature review and bibliometric analysis, emphasizing the need for future research to explore practical implementations of vocational education strategies in diverse contexts. Policymakers and educators should use these insights to formulate innovative strategies that enhance the quality of vocational education, thereby preparing students to face the challenges of the 21st century and contribute positively to society and the global workforce.

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