

Exploring the Influence of Technology on the Evolution of Language and Communication in Indonesian Language and Literature Learning

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Abstract. This study examines the impact of technology on the evolution of language and communication patterns in learning Indonesian Language and Literature among students of the Indonesian Literature Study Program, Faculty of Languages and Arts, State University of Medan. The focus of the study covers three main aspects: changes in students' language use patterns in the digital era, adaptation of technology-based learning methods, and their influence on students' digital literacy skills. The study uses a qualitative descriptive method with data collection techniques through literature studies, questionnaires and interviews. The research subjects involved 100 students from the 2022-2024 intake. They will be involved as respondents and key informants in filling out the questionnaire in this study. The results of the study show a significant shift in the use of Indonesian among students, especially in academic and social media contexts, as well as the adaptation of learning that is increasingly integrated with digital technology. This study contributes to the development of a learning model that integrates technology while maintaining Indonesian language rules and literary values.

Keywords: Digital Language Evolution, Learning Technology, Digital Literacy, Indonesian Literature Learning.

1 Introduction

The digital era has brought fundamental changes in various aspects of life, including in the way humans communicate and learn languages. The rapid development of information and communication technology has created a dynamic and interactive learning environment, especially in the context of learning Indonesian Language and Literature [1]. This digital transformation has not only changed the method of delivering learning materials, but also influenced the evolution of language and communication patterns among students.

The penetration of technology in language learning has created a new paradigm in higher education. According to [2], the integration of digital technology in language learning not only enriches learning resources but also presents challenges in maintaining the quality of good and correct use of Indonesian. This is a special concern considering the vital role of Indonesian Literature Study Program students as the next generation who are expected to maintain and develop the treasures of Indonesian language and literature.

The development of digital platforms and social media has presented an interesting phenomenon in the use of language among students. Research conducted by researchers in this

study shows that currently many students tend to use mixed language (hybrid) which combines formal, informal, and foreign languages in their daily communication. [3]. In the case of language mixing between Indonesian and English, it began when English began to be widely used by all levels of society, followed by students as a consequence of people being affected by technology and social networking sites. One of them is the widespread acceptance of English-language films among general audiences. This phenomenon not only affects communication styles but also has an impact on literacy skills and understanding of standard Indonesian grammar [4].

In the context of learning Indonesian Language and Literature at the tertiary level, adaptation to technology is a necessity. [5] emphasized that technology integration in language learning can increase student engagement and the effectiveness of material delivery. However, challenges arise when easy access to information and use of digital platforms are not balanced with a deep understanding of linguistic rules and literary values.

The changing learning landscape due to the COVID-19 pandemic has accelerated the adoption of technology in higher education. Research conducted by [6] revealed that many higher education institutions in Indonesia have implemented a hybrid learning system that combines conventional methods with digital platforms. This transformation has consequences for language usage patterns and learning strategies that need to be adapted [7].

On the other hand, technological advances also open up new opportunities in the development of digital literacy and literary appreciation. [8] stated that digital platforms can be an effective medium to introduce Indonesian literary works to the digital native generation, while maintaining the relevance of literary learning in the modern era. This is important considering the challenges faced in maintaining students' interest in traditional literary works.

The Indonesian Literature Study Program of Medan State University, as one of the higher education institutions that focuses on the development of Indonesian language and literature, faces a unique challenge in balancing technological modernity with the preservation of linguistic and literary values. In the midst of the increasingly rapid flow of digitalization, the use of technology in the learning process is not only an option, but an inevitable necessity [9]. Technology offers various conveniences and wider access to literature sources, scientific journals, and classical and contemporary literary works, which are very useful for students in deepening their insights. The importance of adapting curriculum and learning methods that are responsive to technological developments is very urgent to be implemented, so that the Indonesian Literature Study Program can remain relevant amidst changing times. Integration of technology, such as the use of digital platforms for discussions of literary works or processing linguistic data using linguistic software, can open up a more dynamic learning space and support students' analytical skills. Technology also allows students to be more actively involved in linguistic research through text analysis software and create more in-depth and innovative studies [10].

A technology-based learning, students not only learn about language and literature theory, but also have practical skills in managing digital data and literature. This is very important because the world of work today increasingly requires graduates who not only understand the substance of science, but are also able to apply technological skills in their fields [11]. Therefore, the Indonesian Literature Study Program needs to continue to develop a curriculum that not only maintains the essence of language and literature learning, but also adopts technology as a means of enriching learning that can support students in adapting to the modern world.

This study aims to fill the gap in understanding how technology influences the evolution of language and communication patterns in the context of learning at the tertiary level. Through a comprehensive qualitative approach, this study aims to explore the dynamics of changes in

language use, adaptation of learning methods, and their impact on the literacy skills of students of the Indonesian Literature Study Program. The significance of this study lies in its contribution to identifying patterns of language and communication changes that occur in the digital era, as well as their implications for the development of effective learning strategies. According to [12], a deep understanding of these dynamics is essential to designing learning approaches that can maintain academic standards while accommodating the needs of the digital generation.

This research also seeks to explore the potential of technology in enriching the language and literature learning experience. According to [13] suggests that proper technology integration can create a more interactive and engaging learning environment, while maintaining the fundamental values in learning Indonesian language and literature. The results of this study can be a reference for the development of learning policies and strategies that integrate technology effectively, while maintaining the quality and academic standards in learning Indonesian language and literature at the tertiary level.

2 Literature Review

The study of the influence of technology on the evolution of language and communication in Indonesian language and literature learning requires a comprehensive understanding from various theoretical and empirical perspectives. This literature review will explore three main aspects that form the basis of the research: the evolution of language in the digital era that reflects fundamental changes in language use among students, the role of technology in the transformation of language and literature learning that shows how digital innovation changes the paradigm of education, and the development of digital literacy in the academic context that is the key to successful learning in the modern era. These three aspects are interrelated and form a conceptual framework needed to understand the dynamics of change in Indonesian language and literature learning at the tertiary level.

2.1 Language Evolution in the Digital Age

The development of digital technology has brought about a significant transformation in the evolution of language, especially in the context of academic learning and communication. The evolution of language in the digital era is marked by the emergence of various new language variations that are the result of adaptation to digital platforms and social media. This phenomenon not only affects the way students communicate but also has an impact on the development of the Indonesian language as a whole. Research conducted by [14] identified several key characteristics of language evolution in the digital age, including: (1) the use of new abbreviations and acronyms, (2) the adoption of foreign terms adapted to local contexts, and (3) the emergence of hybrid communication patterns that combine formal and informal elements. This transformation presents its own challenges in the context of language and literature learning at the tertiary level.

Another important aspect of the evolution of digital language is its influence on students' academic literacy skills. [15] found that intense exposure to digital content affects the way students process and produce academic texts. Their study showed that students tend to adopt an informal language style in academic contexts, which can affect the quality of their scientific writing.

On the other hand, [16] argue that the evolution of digital language also brings positive opportunities in the development of language skills. They note that exposure to various forms of digital communication can improve students' linguistic flexibility and language adaptability in various communication contexts. In the context of learning Indonesian language and literature, [17] emphasize the importance of understanding and accommodating the evolution of digital language while maintaining standard language standards. They propose a learning approach that combines awareness of contemporary language developments with a deep understanding of good and correct Indonesian language rules.

2.2 Technology in Language and Literature Learning

The integration of technology in language and literature learning has experienced rapid development in recent years. The use of digital platforms and learning applications has changed the paradigm of language teaching from a conventional model to a more interactive and student-centered one. This transformation includes the use of various digital tools that support the development of language skills and literary appreciation.

Another important aspect is the role of technology in supporting literature learning. Larisang [18] explored how digital platforms can be used to enhance literary appreciation among students. Their study showed that the use of technology such as interactive e-books, literary podcasts, and online discussion forums can enhance students' understanding and interest in Indonesian literary works.

2.3 Digital Literacy in Academic Contexts

The development of digital literacy is a crucial aspect in language and literature learning in the modern era. According to Larisang [18] digital literacy not only includes the ability to use technology but also includes a critical understanding of digital content and the ability to communicate effectively in a digital environment. Longitudinal research conducted revealed that the level of digital literacy of students has a significant correlation with their academic achievement in language and literature learning. This study found that students with high levels of digital literacy showed better abilities in analyzing texts, producing written works, and participating in online academic discussions.

Furthermore, Riana [19] identified important components in the development of academic digital literacy, including: (1) the ability to search for and evaluate digital information, (2) understanding of digital ethics and plagiarism, and (3) skills in using digital tools for learning and research.

3 Method

This research method uses a qualitative descriptive approach that aims to explore in depth the influence of technology on the evolution of language and communication in learning Indonesian Language and Literature. The main focus is on the adaptation of students' language use patterns in the digital era, changes in technology-based learning methods, and their influence

on literacy skills. This method was chosen because it is appropriate for revealing complex and diverse phenomena in the interaction between technology and language learning [20].

Data collection was conducted through three main techniques: literature study, questionnaires, and interviews. Literature study was used to obtain a conceptual framework and to find the latest trends and findings in the field of educational technology and language. The questionnaire was distributed to 100 students of the Indonesian Literature Study Program, batch 2022-2024 at Universitas Negeri Medan to obtain an overview of language use patterns and their views on the use of technology in learning. In-depth interviews were conducted with several key informants to obtain more in-depth data on changes in communication and literacy patterns due to exposure to technology.

Data analysis was conducted using thematic analysis techniques, which allowed researchers to identify key themes emerging from qualitative data. Each theme was analyzed to understand how technological changes affect language use patterns, adaptation of technology-based learning, and its impact on students' academic literacy. The results of this analysis are expected to provide a comprehensive understanding of the impact of technology on learning Indonesian Language and Literature in the digital era, as well as provide recommendations for the development of learning strategies that can maintain academic quality and linguistic relevance amidst technological developments.

4 Result and Discussion

Based on the results of research conducted on 100 students of the Indonesian Literature Study Program, class of 2022-2024 at Medan State University, several significant findings were found regarding the influence of technology on the evolution of language and communication in learning. Analysis of data obtained through questionnaires, in-depth interviews with key informants, and literature studies showed a fundamental transformation in language use patterns, adaptation of learning methods, and the development of digital literacy among students. These findings are grouped into three main interrelated aspects: shifts in language use patterns in the digital era, adaptation of technology-based learning, and key informants' perspectives on the evolution of language and learning. Each of these aspects provides a comprehensive picture of how technology is reshaping the landscape of Indonesian language and literature learning at the tertiary level.

4.1 Shifting Language Usage Patterns in the Digital Age

The results of the analysis of 100 respondents of Indonesian Literature Study Program students from the 2022-2024 intake showed a significant shift in language usage patterns. As many as 82% of respondents admitted to using mixed (hybrid) language in their digital academic communication, which combines formal Indonesian, informal language, and foreign terms. This phenomenon is especially visible in the use of online learning platforms and academic social media.

The following is a further analysis of the expression of several dominant language change patterns:

Table 1. Language Usage Patterns of Indonesian Literature Students in Digital Academic Communication

No.	Language Usage Categories	Usage Pattern Description	Percentage of Students (%)
1	Use of Abbreviations and Acronyms	Students often use abbreviations of words or phrases, such as “gpp” for “no problem” or “ttg” for “about”.	75%
2	Use of English Technology Terms	Students often adopt English technology terms, such as “upload,” “download,” and “submit” in the context of assignments.	68%
3	Difficulty in Maintaining Standard Indonesian in Formal Academic Writing	Some students find it difficult to write in formal language in formal academic assignments, often mixing in informal language.	58%
4	Use of Mixed (Hybrid) Language in Digital Academic Communication	Students tend to mix formal Indonesian, informal Indonesian, and foreign terms in discussions on online platforms and academic social media.	82%

Based on the table of Language Usage Patterns in Digital Academic Communication by Indonesian Literature Study Program Students, it appears that the majority of students (82%) use mixed language that mixes formal Indonesian, informal Indonesian, and foreign terms in digital academic interactions. The use of abbreviations and acronyms in online discussions was recorded by 75% of respondents, while 68% preferred English-language technology terms. As many as 58% of students found it difficult to maintain formal Indonesian in formal writing, indicating that although technological developments enrich academic communication, there are still challenges in maintaining Indonesian language standards in formal contexts.

4.2 Adaptation of Technology-Based Learning

Adaptation of technology-based learning in the Indonesian Literature Study Program shows significant changes in language and literature learning methods. Research shows that 90% of students now use at least three different digital learning platforms, allowing them to access a variety of learning resources and materials. In addition, 85% of students reported increased engagement in the learning process supported by multimedia content, such as video, audio, and infographics, which are more interesting and help understand the material more deeply. Preference for a hybrid learning model is also high, with 77% of students showing interest in a more flexible combination of online and offline learning.

The increased use of technology has had a positive impact on several aspects of learning, especially wider and faster access to materials with an increase of 88%. Collaboration between students has also become easier and more effective, increasing by 72% due to the existence of online forums and discussion rooms. Interaction between students and lecturers has also been encouraged, with an increase of 65%, facilitating more intensive guidance and consultation. However, in addition to the various benefits, there are also challenges that arise. As many as 45% of students admitted to having difficulty maintaining focus in online learning, especially on material that requires in-depth understanding. On the other hand, 38% of students faced obstacles in understanding classical literature material through digital platforms, which tend to

be more effective when discussed in face-to-face discussions. Finally, 33% of students felt that technology-based learning was less than optimal in developing oral language skills, which require direct practice to improve fluency and confidence in communicating.

4.3 Digital Literacy Can Improve Writing Skills for Indonesian Literature Students

In this case, the researcher tried to interview several students of the Indonesian Literature Study Program who came from various different batches. However, in this case, the focus and key informants in this study were 3 Indonesian Literature students from the 2020-2022 Stambuk. The reason the researcher made these three students key informants was because in their daily activities these students were known to be active in writing and contributing their work to the public domain. The following are the results of interviews with the three students:

Table 2. Interview Results on the Benefits of Digital Literacy in Improving Digital Skills of Indonesian Literature Students

Key Informant	Year Class	Key View	Main Aspects
1	Year 2020	Digital literacy is important for accessing information online. The skill of searching and evaluating information sources is important. This helps me especially in my assignments, I find it easier to find information sources because of my literacy knowledge.	Analytical skills are enhanced through access to information. The use of writing aids is supportive.
2	Year 2021	Digital literacy improves writing skills. Searching for information, thinking critically, communicating is important. Having digital literacy skills in this day and age really enables me, especially as an Indonesian Literature student who loves to write to continue working, because with this knowledge all reading materials can be easily accessed and this makes my daily writing process easier.	Finding accurate information contributes greatly. Critical thinking and communication also support.
3	Year 2022	Digital literacy provides access to sources and references. Better search and evaluation skills. With good digital literacy skills, as a new student, I can easily find information that is relevant to my current course or assignment and I believe digital literacy is also knowledge that will be useful in the long run.	Understanding sources of information enriches written content. Collaboration and positive feedback in literacy.

Based on the results of interviews with three main informants who are Indonesian Literature students from various classes, it can be concluded that digital literacy has a significant role in improving students' digital skills. The main view that emerged was that digital literacy helps access online information and improves the ability to search for and evaluate information

sources. This has a positive impact on analytical skills, critical thinking, and communication. The informants also agreed that digital literacy facilitates the process of writing and finding accurate information, which ultimately contributes to the quality of their writing. In addition, digital literacy is also considered important for collaborating and getting positive feedback in the world of literacy.

First, the first informant from the 2020 batch emphasized that digital literacy not only allows access to online information but also helps hone analytical skills through searching and evaluating primary sources. This informant also emphasized the role of writing tools supported by digital literacy. The second informant, a student from the 2021 batch, emphasized writing, critical thinking, and communication skills. They see digital literacy as an important foundation for accessing various reading materials and accurate information that supports the process of writing literary works. Meanwhile, the third informant from the 2022 batch stated that digital literacy provides access to sources and references that are relevant to students' courses and assignments. These digital literacy skills are considered valuable knowledge in the long term.

Students with good digital literacy skills can more easily access relevant information, improve analytical, critical thinking, and communication skills, and facilitate the process of writing literary works. In addition to individual benefits, digital literacy also supports collaboration and positive feedback among literacy actors, thus creating a more productive and creative environment in the world of literature and writing.

5 Conclusion

From the research that has been conducted, it was found that technology has a significant influence on the evolution of language and communication patterns in learning Indonesian Language and Literature among students. This change can be seen in the use of hybrid language that mixes formal, informal, and foreign terms in academic contexts, especially in online learning platforms and social media. Although many students are aware of the importance of maintaining good Indonesian language rules, challenges remain in practice, such as the tendency to use abbreviations, acronyms, and foreign terms that result in deviations from formal language. In addition, this study also found that the integration of technology in learning helps increase student engagement, access to materials, and collaboration, although there are still obstacles in understanding classical literature materials through digital platforms.

Another finding is the importance of digital literacy in supporting the writing and critical thinking skills of Indonesian Literature students. Digital literacy not only helps students in finding and evaluating information sources better but also enriches the content of their academic writing. Digital literacy supports students in facing academic demands in the digital era, especially in terms of access to information and development of literary works. With good digital literacy skills, students are better prepared to adapt to academic and professional demands, while maintaining the relevance of language and literary values in the era of ever-evolving technology.

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