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Nationalism, Media, and Arabic Language Instruction: Cultivating Patriotism at Islamic Universities in South Sulawesi

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Abstract: Nationalism constitutes a critical value that must be nurtured among university students, particularly in the face of growing threats to national integration. It can be effectively internalized through educational institutions at all levels, from primary schooling to higher education. This study aims to develop instructional media and pedagogical methods grounded in digital technology, specifically Google Translate as an innovative approach to fostering national global literacy. Rather than functioning as a passive translation tool, Google Translate is integrated into a structured instructional framework designed to enhance students' Arabic language proficiency and national global literacy. The study employs a Research and Development (R&D) design with a quantitative approach, and data were analyzed using canonical correlation analysis to measure the relationship between independent and dependent variables, both simultaneously and partially. The initial hypothesis posited that the use of these instructional media and methods would significantly improve students' Arabic language proficiency and national global literacy, both simultaneously and partially. The findings indicate that, when examined simultaneously, the development of Google Translate-based instructional media and methods exerts a significant combined influence on Arabic language proficiency and national global literacy. However, at the partial level, only the development of Google Translate-based instructional methods demonstrated a significant effect on national global literacy, while the other variables did not yield statistically significant results. These findings suggest that the adoption of this instructional methodology contributes to an enhancement of students' national global literacy, which in turn reinforces their sense of nationalism and patriotism.

Keywords: Nationalism, instructional media and methods, Arabic language, global literacy, Google Translate

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Abstrak: *Nasionalisme merupakan hal yang sangat penting yang harus ditumbuhkan di kalangan mahasiswa, di tengah ancaman disintegrasi bangsa. Nasionalisme dapat diimplementasikan melalui pembelajaran pada lembaga pendidikan mulai dari level dasar di perguruan tinggi. Studi ini bertujuan untuk mengembangkan media pembelajaran dan metode pengajaran berbasis media seperti Google Translate sebagai solusi inovatif, antaranya melalui literasi global kebangsaan. Media dan metode ini mengintegrasikan Google Translate bukan sebagai alat penerjemahan pasif, tetapi sebagai instrumen dalam sistem pembelajaran terstruktur yang dirancang untuk meningkatkan kemampuan berbahasa dan literasi nasional global. Penelitian ini menggunakan desain Penelitian dan Pengembangan (R&D) dengan pendekatan kuantitatif. Data dianalisis menggunakan analisis korelasi kanonik untuk mengukur hubungan antara variabel independen dan dependen, baik secara simultan maupun secara parsial. Hipotesis awal menyatakan bahwa penggunaan media dan metode pembelajaran ini akan secara signifikan meningkatkan kemampuan berbahasa Arab dan literasi nasional global siswa, baik secara simultan maupun parsial. Hasil penelitian menunjukkan bahwa, secara simultan, terdapat pengaruh signifikan dari pengembangan media dan metode pembelajaran berbasis Google Translate terhadap peningkatan kemampuan berbahasa Arab dan literasi nasional global. Namun, secara parsial, hasil penelitian menunjukkan bahwa hanya pengembangan metode pembelajaran berbasis Google Translate yang memiliki pengaruh signifikan terhadap peningkatan literasi nasional global, sedangkan variabel lain tidak menunjukkan pengaruh signifikan. Sehingga dengan menggunakan metode pembelajaran tersebut, akan terjadi peningkatan literasi global kebangsaan yang akan meningkatkan nasionalisme dan patriotisme di kalangan mahasiswa.*
Kata Kunci: *Nasionalisme, Media dan metode pembelajaran, bahasa arab, literasi global, google translate*

Introduction

Nationalism has re-emerged as a pressing concern in Indonesia amid escalating threats of national disintegration, radicalism, and anti-state sentiment. As a cornerstone of nation-building, nationalism requires sustained mechanisms to cultivate patriotic sentiment among all citizens. One of the most effective strategies for preserving national identity is through its internalization among younger generations within educational institutions.[1] This internalization process

[1] Yudi Latif, "The Religiosity, Nationality, and Sociality of Pancasila: Toward Pancasila through Soekarno's Way," *Studia Islamika* 25, No. 2 (2018). Tabrani ZA, et.al., "Pancasila as the Core Value for Character Building in Islamic Higher Education Institutions," *Jurnal Ilmiah Peuradeun* 12, No. 2 (2024). Imam Sutomo and Budihardjo Budihardjo, "The Rejection of Religious Nationalism Towards the Secular State and The Islamic Caliphate: Indonesian Religious Figures Perspective," *Indonesian Journal of Muslim Societeis* 11, No. 1 (2021).

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must be carried out continuously, from primary through tertiary education. In this context, Arabic language instruction at Islamic universities represents one meaningful avenue through which nationalism can be reinforced.

Contemporary Arabic language instruction and national global literacy face considerable challenges. In the domain of Arabic language acquisition, particularly with respect to productive language skills, defined as the capacity to generate grammatically accurate and contextually appropriate Arabic texts, many students encounter significant difficulties, which in turn impede their ability to communicate effectively.[2] From a broader linguistic perspective, Arabic occupies a strategic role across multiple domains of human activity, including the social, economic, political, and cultural spheres. Accordingly, the development of Arabic language competence and national global literacy has become an imperative.

Research conducted by Adawiyah et al. indicates that approximately 60% of students enrolled in Arabic Language Education programs in Indonesia experience difficulty in expressing their ideas orally. This challenge arises from multiple factors, including insufficient speaking practice, limited comprehension of grammatical rules, and constrained access to technology-supported learning environments. [3] One potentially transformative tool in this regard is Google Translate, which facilitates the conversion of text from the Latin script to Arabic. By leveraging this tool, students may find it considerably easier to articulate their thoughts in Arabic.

The integration of Google Translate-based language skill development into Arabic language instruction is expected to serve as an effective pedagogical solution. This is consistent with findings by Harjun, who argues that technology-enhanced learning has the potential to increase student motivation and engagement. [4] As a result, students are not only able to acquire grammatical knowledge but also develop greater confidence and fluency in both written and spoken Arabic.

Preliminary data suggest that the majority of students at State Islamic Religious Higher Education Institutions (PTKIN) have yet to fully utilize digital technologies in their Arabic language learning. This points to an urgent need to strengthen students' digital competence, including their capacity to use tools such as Google Translate in support of academic tasks. Nurhayati reports that at one

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[2] St Kuraedah, et.al., "Representation of the Values of Peace, Justice, and Conflict Resolution: A Discourse Analysis of Arabic Language Textbooks in Madrasahs," *Samarah: Jurnal Hukum Keluarga dan Hukum Islam* 10, No. 1 (2026). Feriska Listrianti and Akmal Mundiri, "Transformation of Curriculum Development Based on Nationality-Oriented," *Jurnal Ilmiah Peuradeun* 12, No. 2 (2024).

[3] Yayah Robiatul Adawiyah, et.al., "Analisis Kesulitan Berbicara Bahasa Arab Mahasiswa Tingkat Akhir Prodi Pendidikan Bahasa Arab Universitas Nurul Jadid Probolinggo. *Jurnal Ilmu Pendidikan Islam 2*, No. 1 (2024), p. 111–120.

[4] Harjun, et.al., "Pengaruh Penggunaan Teknologi terhadap Motivasi Belajar Mahasiswa." *Jurnal Ilmiah Literasi Indonesia 2,* No. 1 (2026).

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PTKIN, 75% of students acknowledged using Google Translate regularly to complete academic assignments; however, 60% of these same students indicated that the translations produced frequently required manual verification to ensure accuracy and contextual relevance. [5]

Global literacy extends beyond the ability to read and write in multiple languages; it also encompasses the capacity to understand diverse cultural contexts, engage in critical thinking, and interact meaningfully with individuals from varied backgrounds.[6] As a nation with the world's largest Muslim-majority population, Indonesia possesses remarkable cultural and civilizational diversity. The values of national identity and Islamic tradition form the ideological and cultural foundation of the Indonesian state, and maintaining the balance between local and universal values is therefore of paramount importance.

For the purposes of this study, national global literacy is defined as the ability to comprehend global issues from diverse cultural perspectives, exercise critical thinking, and engage with people of different backgrounds, while remaining anchored to the values of Indonesian nationhood and Islamic tradition. According to UNESCO data, Indonesia's global literacy rate remains below the world average,[7] underscoring the need for innovative instructional media to enhance students' competencies—particularly in understanding global issues through an Islamic lens. Integrating digital technology into the pedagogical process represents one of the most relevant approaches to addressing this challenge.

Education serves as one of the foundational pillars for developing a generation capable of engaging with global issues while remaining grounded in the values of nationhood and Islamic tradition. Arabic language instruction constitutes one such educational endeavor aimed at broadening global literacy and enriching students' understanding of moderate religious thought. The competencies required include: first, data literacy -- the ability to read and analyze data; second, technological literacy -- the capacity to comprehend, interpret, and apply technology; and third, human resource literacy -- the humanistic and social capacity to synthesize technology and data in ways that support lifelong learning.[8]

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[5] S. Nurhayati, "Penggunaan Media Digital dalam Mendukung Pembelajaran Bahasa pada Mahasiswa PTKIN: Studi Kasus pada Program Studi Pendidikan Agama Islam." *Jurnal Pendidikan Islam* 14, No. 2 (2022). p. 134-145. Hariman Surya Siregar, et.al., "Islamic Education in the Digital Age: Students' Perspectives on the Vark Model in the Context of Education 4.0,' *Ulumuna* 29, No. 1 (2025).

[6]Lelyna Harahap, "Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan," Prosiding Seminar Nasional Teknologi Pendidikan Pascasarjana Unimed (2019), p. 375–381.

[7] UNESCO Institute for Statistics. "Global Literacy Rates." [Online] (2020).

[8] Ni Nyoman Lisna Handayani and Ni Ketut Erna Muliastrini, "Pembelajaran Era Disruptif Menuju Era Society 5.0 (Telaah Perspektif Pendidikan Dasar). *Prosiding Webinar Nasional IAHN-TP Palangka Raya 2020*, (2020), p. 1–14.

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Arabic language skills represent a critical component of language competence, particularly for students at State and Private Islamic Religious Higher Education Institutions (PTKIN and PTKIS). Arabic language proficiency does not merely serve formal communicative functions; it also provides a medium through which students can articulate perspectives, ideas, and emotions in Arabic.[9] For Indonesian students who are not native speakers of Arabic, learning the language as a foreign tongue continues to present serious challenges, with difficulties in language skills remaining among the most commonly reported.[10] Accordingly, there is a clear need for the development of innovative and effective instructional media that leverage artificial intelligence (AI) technologies to support the growth of Arabic language proficiency.

The use of Google Translate offers considerable efficiency in terms of time management; however, the accuracy and quality of its output continue to exhibit certain limitations, including inconsistencies in grammatical correctness, lexical precision, and coherence at the sentence and paragraph levels.[11] Indeed, the translations generated by Google Translate frequently fail to conform to the norms of standard written Arabic, producing results that are overly literal and lacking in the semantic richness expected of well-constructed sentences.[12] Notwithstanding these limitations, research by Purba demonstrates that guided and purposeful use of Google Translate can be linked to the cultivation of positive academic character when implemented effectively.[13] This aligns with the view expressed by Hidayati and Ridwan that technology in education has the potential to enhance student motivation and engagement.[14]

The development of Google Translate-based Arabic language instructional media and methods thus offers a viable solution to the pedagogical challenges inherent in Arabic language education at PTKIN. Rather than focusing

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[9] Ahmad Rathomi, "Maharah Kitabah Dalam Pembelajaran Bahasa Arab. *Tarbiya Islamica*, *Jurnal Keguruan Dan Pendidikan Islam*, *1*, 3. (2020).

[10] Hendrawanto Ch., "Peningkatan Keterampilan Menulis Bahasa Arab (*Kitābah*) dengan Menggunakan Metode Scramble di Program Studi Pendidikan Bahasa Arab, Universitas Negeri Jakarta," *Al-Ma'rifah* 17, No. 1 (2020), p. 58-68.

[11] Meliza Budiarti, et.al., "Improving the Quality of Google Translate Indonesian-Arabic Translations," *Journal of Arabic Teaching* 7, No. 3 (2024), p. 1299–1311.

[12] Aliifah Nabila Putri Citra and Tatang Tatang, "Perbandingan Antara Google Translate dan Artifical Intelligence dalam Menerjemahkan dari Bahasa Arab ke Bahasa Indonesia," *Jurnal Pendidikan Tambusai* 8, No. 2 (2024).

[13]Hilda Melani Purba, et.al., "Pendidikan Karakter di Era Digital: Tantangan dan Strategi," *Jurnal Pendidikan dan Ilmu Sosial* 2, No. 3 (2024). Fitri Meliya Sari, et.al., "Teungku Inong and Digital Da'wah in Aceh: Balancing Social Media, Career, and Family through an Islamic Communication Perspective," *El-Usrah: Jurnal Hukum Keluarga* 8, No. 1 (2025). Tarmizi Tarmizi, et.al. "How Islamic Law Is Constructed to Address Conflict Vulnerability on Social Media," *Jurnal al-Dustur* 7, No. 1 (2014).

[14]Harjun, et.al., "Pengaruh Penggunaan Teknologi terhadap Motivasi Belajar Mahasiswa." *Jurnal Ilmiah Literasi Indonesia 2,* No. 1 (2026).

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solely on the final output, this approach emphasizes the cultivation of students' critical and analytical thinking through a structured instructional process informed by the ADDIE model. This process encompasses: source text analysis prior to input and machine translation; intentional design of sentence structures; iterative refinement of initial drafts; implementation of translation outputs in authentic communicative contexts; and evaluative reflection to verify the accuracy and pedagogical effectiveness of the overall process. The central research question addressed in this article is therefore: Is there a statistically significant simultaneous effect of Google Translate-based instructional media and method development on the enhancement of students' Arabic language proficiency and national global literacy?

This study employs a quantitative Research and Development (R&D) approach, guided by the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The population comprised students from both State and Private Islamic Religious Higher Education Institutions across South Sulawesi, specifically: Alauddin State Islamic University Makassar, Palopo State Islamic Institute, Parepare State Islamic Institute, Bone Islamic Institute, and Ma'had Aly As'adiyah. A sample of 120 students was selected using purposive proportional sampling. The independent variables consist of Google Translate-based Instructional Media and Instructional Methods, while the dependent variables are Arabic Language Proficiency and National global literacy.

The research instruments were developed on the basis of four primary indicator dimensions representing the variables of instructional media, instructional methods, language skills, and national literacy. The Instructional Media and Methods variable was assessed through indicators addressing the effectiveness of neural machine translation features, technology integration in the classroom, and accessibility of learning content. For Arabic Language Proficiency, indicators were focused on the acquisition of *maharah* (language skills), encompassing syntactic accuracy, lexical richness, and fluency in idea articulation. The National global literacy and Patriotism variable was measured through indicators examining the depth of comprehension of nationally-themed texts, the capacity to analyze global issues from a local perspective, and the internalization of patriotic values within digital narratives. All indicators were subject to content validation to ensure alignment between the use of Google Translate technology and the reinforcement of students' national identity. Data were collected through observation, interviews, and questionnaires. Data analysis was conducted using canonical correlation analysis with SPSS version 30 to measure inter-set variable relationships both simultaneously and partially.

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Instructional Media, Pedagogical Methods, and National Literacy

1. Theoretical Foundations of Instructional Media Development

Sutrisno posits that instructional development theory constitutes one of the foundational frameworks in education.[15] Among the most widely applied development models is the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation), which is valued for its systematic structure and broad applicability in instructional media development.[16]

Instructional media design draws upon the message design theory developed by Robert Gagné, which emphasizes that media should be systematically designed to facilitate the learning process. According to this framework, media is not merely a supplementary tool but must be deliberately constructed to achieve specific instructional objectives.[17] Although Google Translate was not originally conceived as a pedagogical instrument, it can be deployed effectively within an intentional instructional design. The integration of this theoretical framework with Google Translate aims to achieve the following:

a. Gaining Attention: The straightforward interface and ease of use of Google Translate can capture learners' attention and motivate initial engagement.
b. Informing Learners of the Objective: Instructors can provide explicit guidance on how to use Google Translate purposefully—for instance, to look up the meaning of individual words rather than to translate entire paragraphs wholesale.
c. Eliciting Performance: Students can use Google Translate to test their own comprehension, such as by translating sentences from Arabic into Indonesian to assess the extent of their understanding of the source text.[18]

2. Theoretical Foundations of Instructional Method Development

In the development of Google Translate-based instructional media and methods, the application of the ADDIE model extends beyond a concern with the final product to encompass the cultivation of students' critical and analytical thinking processes.[19] The constitutive elements of the ADDIE model, as applied within this framework, are as follows: (a) Analysis -- the analytical stage involves more than simply inputting text into Google Translate; students are trained to

[15]Sutrisno, "Pengembangan Media Pembelajaran Berbasis ADDIE untuk Meningkatkan Hasil Belajar Siswa." *Jurnal Pendidikan Teknologi Informasi*, 1(2) (2019), p. 56-65.

[16]Walter Dick, et.al., *The Systematic Design of Instruction* (8th ed.). Pearson, 2014.

[17]Robert Mills Gagné, et. al., *Principles of Instructional Design*. Wadsworth Publishing, 1992.

[18]Dillah Nur Syafanah, et.al., "Google Translate dan Penerjemahan: Penggunaan Google Translate pada Penerjemahan Teks Bahasa Arab," *BLAZE Jurnal Bahasa dan Sastra dalam Pendidikan Linguistik dan Pengembangan* 3, No. 3 (2025).

[19]Robert Maribe Branch, *Instructional Design: The ADDIE Model*. Educational Technology 49, No. 5 (2009), p. 51-53

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critically analyze the source text prior to initiating the translation process; (b) Design -- students do not merely accept machine-generated translations but are engaged in the deliberate planning of how a given translation should be constructed; (c) Development—at this stage, students employ Google Translate as an auxiliary resource rather than as a primary source of linguistic authority; (d) Implementation -- translated outputs are applied in authentic communicative contexts, wherein students integrate their developing Arabic proficiency and national global literacy into real-world language use; and (e) Evaluation -- this final stage ensures the effectiveness of the learning process and the accuracy of the translated product, requiring students to critically evaluate both the machine translation output and their own comprehension.

3. Theory of National Global Literacy

Critical literacy theory, as pioneered by scholars such as Paulo Freire and Allan Luke, argues that literacy extends well beyond the functional skills of reading and writing. Literacy, within this theoretical tradition, encompasses the capacity to comprehend, analyze, and critically evaluate texts within their broader social, cultural, and political contexts. In this framework, the concept of 'text' is not limited to books and printed materials but extends to news articles, online content, and social media.[20]

Luke argues that the use of Google Translate can support critical literacy development in two principal ways: first, by enabling access to international sources—students can use Google Translate to read Arabic-language news articles, reports, and media content, thereby comparing perspectives from different countries on global issues such as peace, environmental sustainability, and human rights; and second, by facilitating comparative narrative analysis—by contrasting translations of Arabic-language texts with narratives from Indonesian national media, students can identify bias, discern divergent viewpoints, and critically examine the representation of global issues across different media contexts, thereby cultivating more discerning and reflective reading habits.[21] In this capacity, Google Translate functions as an instrument that mediates intercultural dialogue and fosters critical awareness of global texts and narratives.

The use of Google Translate can be connected to the domain of national global literacy through two key mechanisms: first, the exploration of national values in Arabic texts—students can use Google Translate to translate and analyze texts from Arab-majority countries that address values such as tolerance, collective cooperation (gotong royong), or national unity. By examining how these values are enacted within other cultural contexts, students are encouraged to reflect upon and deepen their understanding of Indonesian national values; and

[20]Paulo Freire, *Pedagogy of the Oppressed*. Herder and Herder, 1970.

[21]A. Luke, "Critical Literacy as An Educational Practice." *Journal of Adolescent & Adult Literacy* 55, No. 4 (2012), p. 312-316.

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second, the development of cross-cultural empathy—by accessing and engaging with the perspectives of other cultures through translation, students cultivate empathy and appreciation for diversity. This helps them recognize that, despite cultural differences, shared universal values can serve as a bridge across divides. This process aligns with the objectives of national global literacy, which seeks to foster a sense of brotherhood and tolerance as foundational supports for national cohesion.[22]

Research Hypotheses

Based on the research problems identified above, the following hypotheses were formulated, encompassing two independent variables (development of instructional media and instructional methods) and two dependent variables (Arabic language proficiency and national global literacy). The hypotheses are organized into simultaneous and partial categories.

1. Main Hypothesis (Simultaneous)

There is a statistically significant simultaneous effect of Google Translate-based instructional media and method development on the enhancement of students' Arabic language proficiency and national global literacy.

2. Partial Hypotheses (Individual)

The partial hypotheses examine the individual effect of each independent variable on each dependent variable, yielding four hypothesis pairs:

a. Effect of Instructional Media Development on Arabic Language Proficiency. There is a statistically significant effect of Google Translate-based instructional media development on the enhancement of Arabic language proficiency.
b. Effect of Instructional Method Development on Arabic Language Proficiency. There is a statistically significant effect of Google Translate-based instructional method development on the enhancement of Arabic language proficiency.
c. Effect of Instructional Media Development on National global literacy. There is a statistically significant effect of Google Translate-based instructional media development on the enhancement of national global literacy.
d. Effect of Instructional Method Development on National global literacy. There is a statistically significant effect of Google Translate-based instructional method development on the enhancement of national global literacy.

[22]Frysca Amanda Putri, et.al., "Budaya Literasi Sebagai Upaya Pembentukan Pendidikan Karakter," *Jurnal Multidisiplin Indonesia* 1, No. 3 (2024), p. 157-165.

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Cultivating Patriotism Through Instructional Media in Arabic Language Learning at Islamic Universities

Fostering patriotism through instructional media within Arabic language learning across various Islamic universities in South Sulawesi is a complex undertaking. The following section presents key findings from the field, beginning with the prerequisite assumption tests required for canonical correlation analysis.

1. Normality Test

Multivariate normality was assessed by constructing a scatter plot with Mahalanobis Distance on the Y-axis and Chi-Square on the X-axis. A high correlation between these two measures indicates that the data approximate a multivariate normal distribution.

The SPSS output produced a scatter plot (*Figure 1*) in which the data points tend to form a straight line, indicating that the research data satisfy the assumption of multivariate normality.

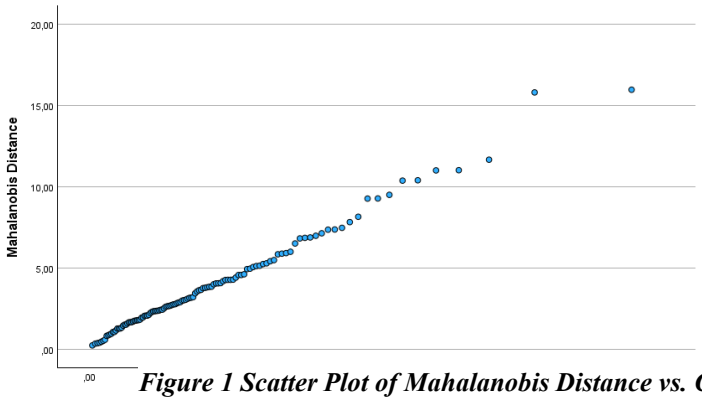


Figure 1 Scatter Plot of Mahalanobis Distance vs. Chi-Square

This assumption is considered met when the scatter plot, with Mahalanobis Distance on the Y-axis and Chi-Square on the X-axis, forms a linear pattern accounting for more than 50% of the variance. This finding is further corroborated by the correlation between Mahalanobis Distance and Chi-Square: when this correlation is high, it supports the conclusion that the data are multivariate normally distributed. The correlation output is presented in Table 1.

Table 1: The Correlation between Mahalanobis Distance and Chi-Square

Correlations			
		Mahalanobis Distance	chi_square
Mahalanobis Distance	Pearson Correlation	1	,996**
	Sig. (2-tailed)		<,001
	N	120	120
chi_square	Pearson Correlation	,996**	1
	Sig. (2-tailed)	<,001	

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	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

As shown in Table 1, the correlation between Mahalanobis Distance and Chi-Square is .996, which is highly significant. This corroborates the scatter plot findings, confirming that the data exhibit multivariate normality.

2. Multicollinearity Test

A multicollinearity test was conducted to verify the absence of multicollinear relationships between the independent and dependent variables. Based on the SPSS output for the classical assumption tests specifically the collinearity statistics in the Coefficients table the results are presented in Tables 2 and 3.

Table 2: Multicollinearity of Arabic Language Proficiency (KET)

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	MED	,295	3,395
	MET	,295	3,395

a. Dependent Variable: Arabic Language Proficiency (KET)

A Tolerance value of .295 > .100 and a VIF of 3.395 < 10.00 indicate the absence of multicollinearity. Accordingly, no multicollinear relationship exists between the independent variables—Google Translate-based Instructional Media and Google Translate-based Instructional Methods—and the dependent variable of Arabic Language Proficiency.

Table 3: Multicollinearity of National Global Literacy (LIT)

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	MED	,295	3,395
	MET	,295	3,395
a. Dependent Variable: National Global Literacy (LIT)			

With a Tolerance value of .295 > .100 and a VIF of 3.395 < 10.00, no multicollinearity is detected in relation to the National global literacy dependent variable. The absence of multicollinearity in both dependent variable models confirms that the canonical correlation analysis can proceed.

The canonical correlation analysis was carried out in accordance with the following sequential steps:

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a. Testing the Significance of Canonical Functions

Table 4: Eigen Values and Canonical Correlations

Root No.	Eigenvalue	Pct.	Cum. Pct.	Canon Cor.	Sq. Cor
1	.33898	97.42223	97.42223	.50315	.25316
2	.00897	2.57777	100.00000	.09428	.00889

Table 4 presents a summary of the canonical correlation analysis, which measures the relationship between the two variable sets (independent and dependent). The results are organized around two canonical functions, or root pairs. The root number indicates the number of canonical functions identified; in this case, two are generated. The first canonical function (Root 1) is always the most important, as it accounts for the greatest proportion of variance.

It can therefore be concluded that only the first canonical function (Root 1) is statistically significant and theoretically meaningful. Root 1 possesses substantially higher eigenvalue and canonical correlation values and accounts for nearly all of the explained variance (97.42%). The relationship between the development of instructional media and methods (independent variables) and Arabic language proficiency and global literacy (dependent variables) is most accurately captured by this first canonical function. The second canonical function (Root 2) contributes minimally and can be disregarded.

b. Interpretation of SPSS Output: Canonical Function Coefficients

Table 5: Raw Canonical Coefficients for Covariates and Dependent Variables

Variables	Function 1	Function 2
Covariates		
Instructional Media (MED)	.05276	−.24032
Instructional Methods (MET)	.06955	.18613
Dependent Variables		
Arabic Language Proficiency (KET)	.04314	−.11444
National Global Literacy (LIT)	.07204	.12027

Table 5 presents the raw canonical coefficients for both the independent (covariate) and dependent variables. These coefficients form the linear equation for each canonical function and reflect the relative contribution of each variable to its respective canonical variate. Larger coefficient values, whether positive or negative, indicate a greater contribution to the canonical function. Within the first and most significant canonical function, the coefficient for Instructional Methods (MET = .06955) slightly exceeds that of Instructional Media (MED = .05276), suggesting that the instructional method variable exerts a marginally greater influence in forming the independent variable combination most strongly

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correlated with the dependent variables. On the dependent variable side, National Global Literacy (LIT = .07204) carries a larger coefficient than Arabic Language Proficiency (KET = .04314), indicating that national global literacy plays a more dominant role in the canonical relationship with the independent variables. While raw canonical coefficients provide useful information about relative weighting, standardized canonical coefficients and canonical loadings are generally preferred for interpretive purposes, as they are not affected by differences in measurement units. Nonetheless, the foregoing analysis offers a sufficient basis for a general understanding of the relationships.

Based on Table 5 above, which presents the raw canonical coefficients, the following is a description and interpretation. This table displays the raw canonical coefficients for the independent variables (covariates) and dependent variables. These coefficients are used to form a linear equation for each canonical function. Based on the data above, it can be analyzed that the raw canonical coefficients indicate the relative contribution of each variable to its respective canonical function. The larger the coefficient value (whether positive or negative), the greater the variable's contribution to forming the function. Based on the coefficient values for the first function, which is the most significant, the coefficient value for the independent variable, Method (0.06955), is slightly larger than Media (0.05276). This indicates that the learning method variable has a slightly more dominant contribution in forming the combination of independent variables that is most correlated with the dependent variable. For the dependent variable, the coefficient value for Literacy (0.07204) is larger than Skills (0.04314). This indicates that the nationality global literacy variable has a more dominant contribution in forming the combination of dependent variables that are most correlated with the independent variables. Although the raw canonical coefficients provide information on relative weights, for a more robust interpretation, standardized canonical coefficients or canonical loadings are typically used because they are not affected by the variable's unit of measurement. However, based on the available data, the above analysis is sufficient to provide a general overview.

c. Simultaneous Canonical Significance Test: Multivariate Test Results

Table 6: Multivariate Tests of Significance (S = 1, M = 0, N = 57)

Test Name	Value	Exact F	Hypoth. DF	Error DF	Sig. of F
Pillai's Trace	.43281	44.25845	2.00	116.00	.000
Hotelling's Trace	.76308	44.25845	2.00	116.00	.000
Wilks' Lambda	.56719	44.25845	2.00	116.00	.000
Roy's Largest Root	.43281				

Note.. F statistics are exact.

Table 6 presents the results of multivariate significance tests, which assess whether the overall relationship between the independent and dependent variable

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sets is statistically significant. Four principal test statistics are reported: Pillai's Trace, Hotelling's Trace, Wilks' Lambda, and Roy's Largest Root. The key metric for hypothesis testing is the Sig. of F column, which reports the p-value of the F-statistic. The primary purpose of this table is to determine whether the independent variables (instructional media and method development) exert a statistically significant collective influence on the dependent variables (language proficiency and literacy).

Across all three applicable test statistics Pillai's Trace, Hotelling's Trace, and Wilks' Lambda the Sig. of F value is .000. Since this p-value is substantially below the conventional significance threshold of .05, the null hypothesis (H_0) is rejected. These results confirm that, taken as a whole, the development of Google Translate-based instructional media and methods exerts a statistically significant effect on the enhancement of students' Arabic language proficiency and national global literacy. The main hypothesis of this study is thus supported: there is a statistically significant simultaneous effect of Google Translate-based instructional media and method development on both dependent variables. This relationship is not attributable to chance but reflects the combined influence of both independent variables.

d. Individual Canonical Significance Test

Table 7: Dimension Reduction Analysis

Roots	Wilks L.	F	Hypoth. DF	Error DF	Sig. of F
1 TO 2	.74020	9.41458	4.00	232.00	.000
2 TO 2	.99111	1.04941	1.00	117.00	.308

Table 7 presents the Dimension Reduction Analysis, which is used to test the statistical significance of each canonical function individually. The Roots column indicates which canonical functions are being tested: '1 TO 2' tests the combined significance of both canonical functions simultaneously, while '2 TO 2' tests only the second canonical function in isolation. The critical metric is again the Sig. of F column.

For the row '1 TO 2,' Wilks' Lambda = .74020, F = 9.41458, and Sig. of F = .000. Since the p-value (.000) is below .05, the null hypothesis is rejected, confirming that the combined canonical functions are statistically significant. This is consistent with the multivariate results reported in Table 6. For the row '2 TO 2,' Wilks' Lambda = .99111, F = 1.04941, and Sig. of F = .308. Since the p-value (.308) exceeds .05, the null hypothesis is retained, indicating that the second canonical function, considered in isolation, is not statistically significant. Based on this analysis, only the first canonical function is significant; the second contributes negligibly to explaining the relationship between the variable sets. All subsequent analyses and interpretations are therefore focused exclusively on the first canonical function.

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e. Partial Hypothesis Testing

Table 8: Regression Analysis for Within-Cells Error Term Individual Univariate 95% Confidence Intervals

Dep. Variable	Covariate	B	Beta	Std. Err.	t-Value	Sig. of t	Lower -95%	CL-Upper
Y1 – Arabic Proficiency (KET)	X1 (MED)	,3592408968	,2577361518	.21385	1.67983	.096	-,06429	,78277
	X2 (MET)	,2192013464	,1947417180	.17270	1.26926	.207	-,12282	,56123
Y2 – National global literacy (LIT)	X1 (MED)	,1534274504	,1261801827	.18260	.84025	.402	-,20820	,51505
	X2 (MET)	,3544970186	,3610163596	.14746	2.40406	.018	,06246	,64653

Based on the data presented in Table 8, each partial hypothesis is evaluated as follows:

a. Effect of Instructional Media Development (X1) on Arabic Language Proficiency (Y1)

For the dependent variable Arabic Language Proficiency (Y1), the covariate X1 (Instructional Media) yields a t-value of 1.67983 and Sig. of t = .096. Since the p-value (.096) exceeds the .05 threshold, H_{01} is retained. It is therefore concluded that Google Translate-based instructional media development does not exert a statistically significant effect on the enhancement of Arabic language proficiency.

b. Effect of Instructional Method Development (X2) on Arabic Language Proficiency (Y1)

For the same dependent variable, the covariate X2 (Instructional Methods) yields a t-value of 1.26926 and Sig. of t = .207. Since the p-value (.207) exceeds .05, H_{02} is retained. It is therefore concluded that Google Translate-based instructional method development does not exert a statistically significant effect on the enhancement of Arabic language proficiency.

c. Effect of Instructional Media Development (X1) on National global literacy (Y2)

For the dependent variable National global literacy (Y2), the covariate X1 yields a t-value of .84025 and Sig. of t = .402. Since the p-value (.402) exceeds .05, H_{03} is retained. It is therefore concluded that Google Translate-based instructional media development does not exert a statistically significant effect on the enhancement of national global literacy.

d. Effect of Instructional Method Development (X2) on National global literacy (Y2)

For the same dependent variable, the covariate X2 yields a t-value of 2.40406 and Sig. of t = .018. Since the p-value (.018) is below .05, H_{04} is rejected and H_{a4} is accepted. It is therefore concluded that Google Translate-based

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instructional method development exerts a statistically significant positive effect on the enhancement of national global literacy. Of the four partial hypotheses, only this one is statistically supported: instructional method development has a significant and positive influence on national global literacy, while the remaining three hypotheses do not achieve statistical significance.

f. Canonical Weights

Table 9: Standardized Canonical Coefficients for Dependent Variables and Covariates

Variable	Function 1	Function 2
Dependent Variables		
Arabic Language Proficiency (KET)	.45022	−1.19444
National global literacy (LIT)	.65592	1.09506
Covariates		
Instructional Media (MED)	.39511	−1.79961
Instructional Methods (MET)	.64488	1.72593

Table 9 presents the standardized canonical coefficients—also known as canonical weights which indicate the relative contribution of each variable to the canonical function, independent of differences in measurement units. Within the independent variable set, Instructional Methods (MET = .64488) yields a considerably higher standardized coefficient than Instructional Media (MED = .39511), indicating that instructional method development constitutes the more dominant contributor to the canonical relationship with the dependent variables. Within the dependent variable set, National global literacy (LIT = .65592) carries a higher standardized coefficient than Arabic Language Proficiency (KET = .45022), suggesting that national global literacy is the more dominant outcome variable in the canonical relationship with the independent variables. Taken together, these findings indicate that instructional method development is the primary driver on the independent variable side, while national global literacy is the most salient outcome on the dependent variable side.

g. Canonical Loadings

Table 10: Correlations Between Variables and Canonical Variates

Variable	Function 1	Function 2
Dependent Variables		
Arabic Language Proficiency (KET)	.85788	−.51385
National global literacy (LIT)	.93573	.35271
Covariates		
Instructional Media (MED)	.93675	−.35001
Instructional Methods (MET)	.97674	.21445

Table 10 presents canonical loadings (also referred to as structure coefficients), which represent the correlations between each original variable and the canonical variate. Values approaching 1 or −1 indicate a strong correlation

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with the canonical function. Since only Function 1 has been determined to be significant, interpretation is confined to the first column of values. With respect to the independent variables (covariates), Instructional Methods (MET = .97674) yields the highest loading on Function 1, followed closely by Instructional Media (MED = .93675). Both independent variables exhibit very high and positive canonical loadings, confirming that each contributes substantially to the relationship with the dependent variable set, with instructional methods showing a marginally stronger association. With respect to the dependent variables, National global literacy (LIT = .93573) yields a higher canonical loading than Arabic Language Proficiency (KET = .85788), indicating that national global literacy is more strongly associated with the canonical variate defined by the independent variable set.

Based on the canonical loadings, the following conclusions can be drawn:

1. Both independent variables (instructional media and method development) are strongly and positively correlated with the first canonical function, confirming their effectiveness as predictors.
2. Both dependent variables (Arabic language proficiency and national global literacy) are also strongly and positively associated with the first canonical function, indicating that both are substantially influenced by the independent variable set.
3. Overall, instructional method development exerts a slightly stronger influence than instructional media development, while national global literacy represents a slightly more dominant outcome than Arabic language proficiency within this canonical relationship.

h. Canonical Cross-Loadings

Table 11 Canonical Cros- Loadings

Correlations between DEPENDENT and canonical variables					
Arabic Language Proficiency (KET)		.85788	−.51385		
National global literacy (LIT)		.93573	.35271		
Correlations between COVARIATES and canonical variables					
Instructional Media (MED)		.93675	−.35001		
Instructional Methods (MET)		.97674	.21445		
Eigenvalues and Canonical Correlations					
Root No.	**Eigenvalue**	**Pct.**	**Cum. Pct.**	**Canon Cor.**	**Sq. Cor**
1	.33898	97.42223	97.42223	.50315	.25316
2	.00897	2.57777	100.00000	.09428	.00889

The canonical cross-loadings were computed as follows. Given a Canonical Correlation of .50315 for Function 1, the cross-loadings for the independent variables with respect to the dependent canonical variate are:

X1 (MED): .93675 × .50315 = .4712

X2 (MET): .97674 × .50315 = .4913

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Similarly, the cross-loadings for the dependent variables with respect to the independent canonical variate are:

Y1 (KET): .85788 × .50315 = .4316

Y2 (LIT): .93573 × .50315 = .4706

Canonical cross-loadings indicate the degree to which each variable, whether independent or dependent, can predict the composite score of its counterpart variable set. Among the independent variables, Instructional Methods (MET) exhibits the highest cross-loading (.4913), identifying it as the strongest predictor of the combined outcome comprising Arabic language proficiency and national global literacy. Instructional Media (MED) also performs well as a predictor (.4712), though slightly below Instructional Methods. Among the dependent variables, National global literacy (LIT) yields the highest cross-loading (.4706), indicating that it is most effectively explained by the combined instructional media and method variables. Arabic Language Proficiency (KET), while also influenced, shows a somewhat lower cross-loading (.4316). Collectively, the canonical cross-loadings reinforce earlier findings: instructional method development and national global literacy are the most dominant variables within this canonical relationship.

i. Analysis of Simultaneous versus Partial Hypotheses

As established above, the simultaneous hypothesis is supported, while only one of the four partial hypotheses achieves statistical significance. This pattern warrants a rational explanation, as such outcomes are not uncommon in multivariate statistical research and do not constitute contradictory findings.

1. Combined Effect (Simultaneous) vs. Individual Effect (Partial)

The simultaneous hypothesis tests the combined strength of both independent variables (instructional media and methods) in relation to both dependent variables (language proficiency and literacy) considered jointly. The results demonstrate that the combined or interactive influence of these two predictors is indeed substantial. Multivariate test statistics such as Wilks' Lambda and Pillai's Trace are specifically designed to be sensitive to such combined effects. The partial hypotheses, by contrast, test the isolated effect of each independent variable on each dependent variable individually. This disaggregated analysis reveals that the individual effects are not sufficiently strong to attain statistical significance in most cases.

2. The Role of a Dominant Variable

In this study, the Instructional Methods variable (X2) is demonstrated to exert a significant effect on National global literacy (Y2), identifying it as the primary driver of the significant simultaneous effect. By contrast, the contribution of the Instructional Media variable (X1) and the influence of both variables on Arabic Language Proficiency (Y1) are insufficient to achieve individual statistical significance. In other words, while the overall (simultaneous) effect is significant,

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it is driven primarily by one particularly strong relationship Methods on Literacy which effectively masks the non-significance of the other three pairwise relationships.

3. Statistical Power

Multivariate (simultaneous) tests generally possess greater statistical power to detect relationships across variable sets than univariate (partial) tests applied to individual variable pairs. This advantage is particularly pronounced when the dependent variables are intercorrelated, as may plausibly be the case between 'language proficiency' and 'global literacy', since such correlations can amplify the ability of the simultaneous test to detect significant effects that individual tests may fail to identify.

Taken together, these findings suggest that the development of instructional media and methods is, in combination, effective in enhancing student learning outcomes but that their contributions are not equivalent. Instructional method development is the key factor driving these significant results, particularly in the domain of national global literacy. The independent contribution of instructional media development, as well as the effects of both independent variables on Arabic language proficiency, do not reach statistical significance when examined in isolation.

Nationalism, Instructional Media, and Arabic Language Learning in the Promotion of Patriotism

In the contemporary era of globalization, information flows freely and individuals communicate across national borders with unprecedented ease, facilitated by rapid technological innovation. However, this same globalization has exposed younger generations to a constellation of social challenges, including the erosion of nationalism and patriotic attachment, and a diminishing sense of pride in one's own language and cultural heritage. Indonesian culture faces the risk of gradual displacement as many citizens feel compelled to keep pace with foreign cultural currents. As the next generation, young Indonesians bear a responsibility to uphold principles of cultural preservation and actively contribute to strengthening the nation's cultural foundations.[23] In this regard, language—fundamentally understood as a systematic instrument of communication and social interaction—holds special significance. Because language operates within the social interactions of particular communities, and because a collection of such

[23] Angesti Ardelia Insani, "Penanaman Jiwa Nasionalisme Guna Menghadapi Kerusakan Tatanan Bahasa dan Budaya Lokal Di Era Globalisasi," *Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan* 11, No. 2 (2022), p. 1-8. Abdul Hayyaqdhan Ashufah. "Dilemmas of Fatwas Freedom in Morocco: Between Diversity of Religious Perspectives or National Stability." *Mazahibuna: Jurnal Perbandingan Mazhab*, (2025). p. 228–243.

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communities constitutes a nation, language inevitably becomes an expression of national identity and collective selfhood.[24]

National literacy exerts a demonstrable influence on citizens' capacity to manage the personal pressures of life, particularly during adolescence. Its effects are reflected in patterns of thought and behavior, manifesting as a heightened level of social awareness that enables individuals to apply what they have learned in the course of their daily social interactions. This conclusion is reinforced by research findings showing a high response rate averaging 92% among youth and 92% among students with respect to the implications of civic literacy.[25] According to Lestyarini, communicative language pedagogy constitutes a vital vehicle through which students' patriotic attitudes can be cultivated, thereby reinforcing the character of Indonesian nationhood.[26]

Based on the statistical evidence presented above, it can be concluded that the development of Google Translate-based instructional methods exerts a significant effect on the enhancement of national global literacy.[27] Of the four partial hypotheses, only this one is statistically supported: instructional method development has a significant and positive influence on national global literacy.

With reference to the core discussion of enhancing nationalism and patriotism through Arabic language instructional methods, the use of Google Translate as instructional media can be meaningfully connected to the domain of national global literacy. Through this connection, students are motivated to engage with values such as tolerance, mutual cooperation, and national unity. In turn, these values inspire students to embody nationalism and patriotism in ways that are consonant with Indonesia's own cultural character. Within this pedagogical context, students simultaneously develop a global awareness of geopolitical dynamics while preserving their love for their cultural heritage and national identity cultivating, in effect, a synthesis of global citizenship and patriotic commitment.

Conclusion

The main hypothesis of this study has been affirmed: there is a statistically significant simultaneous effect of Google Translate-based instructional media and

[24] Sukarno Sukarno, "Hakikat Bahasa, Nasionalisme, Dan Jatidiri Bangsa Dalam Kebijakan Pendidikan Bahasa," *Edukasi* 19, No. 1 (2021), p. 8

[25]Raharjo Raharjo, et.al., "Penguatan Civic Literacy Dalam Pembentukan Warga Negara Yang Baik (Good Citizen) Dan Implikasinya Terhadap Ketahanan Pribadi Warga Negara Muda (Studi Tentang Peran Pemuda HMP PPKn Demokratia pada Dusun Binaan Mutiara Ilmu di Jebres, Surakarta, Jawa Tengah). *Jurnal Ketahanan Nasional 23*, No. 2 (2017), p. 51.

[26] Beniati Lestyarini, "Penumbuhan Semangat Kebangsaan Untuk Memperkuat Karakter Indonesia Melalui Pembelajaran Bahasa." *Jurnal Pendidikan Karakter 3*, No. 3 (2013).

[27] Tachyudin, Muhammad, et.al., "Civic-Culture: Jurnal Ilmu Pendidikan PKn dan Sosial Budaya" Penguatan Civic Literasi Dalam Membentuk Wawasan Kebangsaan. *Civic-Culture: Jurnal Ilmu Pendidikan PKn Dan Sosial Budaya 4*, No. 2 (2020).

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method development on the enhancement of students' Arabic language proficiency and national global literacy. This relationship does not arise by chance but reflects the combined influence of both independent variables. The partial findings can be summarized as follows. First, with respect to the effect of Instructional Media Development (X1) on Arabic Language Proficiency (Y1): the t-value of 1.67983 and Sig. of t = .096 indicate that the p-value (.096) exceeds the .05 threshold, leading to the retention of H_{01}. It is therefore concluded that Google Translate-based instructional media development does not exert a statistically significant effect on the enhancement of Arabic language proficiency. Second, with respect to the effect of Instructional Method Development (X2) on Arabic Language Proficiency (Y1): the t-value of 1.26926 and Sig. of t = .207 indicate that the p-value (.207) exceeds .05, leading to the retention of H_{02}. It is therefore concluded that Google Translate-based instructional method development does not exert a statistically significant effect on the enhancement of Arabic language proficiency. Third, with respect to the effect of Instructional Media Development (X1) on National global literacy (Y2): the t-value of .84025 and Sig. of t = .402 indicate that the p-value (.402) exceeds .05, leading to the retention of H_{03}. It is therefore concluded that Google Translate-based instructional media development does not exert a statistically significant effect on the enhancement of national global literacy. Fourth, with respect to the effect of Instructional Method Development (X2) on National global literacy (Y2): the t-value of 2.40406 and Sig. of t = .018 indicate that the p-value (.018) is below .05, leading to the rejection of H_{04} and acceptance of H_{a4}. It is therefore concluded that Google Translate-based instructional method development exerts a statistically significant positive effect on the enhancement of national global literacy. Of the four partial hypotheses, only this one achieves statistical support: instructional method development has a significant and positive influence on national global literacy, while the remaining three hypotheses are not statistically supported. In consequence, the adoption of these instructional methods is expected to produce measurable improvements in national global literacy, thereby reinforcing students' sense of nationalism and patriotism.

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