

Research Article

The Existence of Information Technology Terminology Usage in Indonesian Among University Students

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ABSTRACT

This study aims to describe the existence and usage of Indonesian equivalents for information technology terms among university students. Employing a qualitative descriptive method, the research utilized purposive sampling to select participants. The sample consisted of 31 students from the 2023 cohort of the Indonesian Language Education program. Data were collected through a questionnaire listing commonly used information technology terms, for which students were asked to provide their Indonesian equivalents. The responses were analyzed using simple percentage calculations and then described qualitatively to illustrate the extent of usage of Indonesian terms among the students. The results show that (a) overall, 70% of the students were unaware of the Indonesian equivalents of the terms, and fewer than 50% could provide accurate equivalents for any of the 14 terms presented, and (b) the popularity of foreign information technology terms is one of the factors contributing to students' reluctance to learn or use their Indonesian counterparts.

Keywords: Existence; Terminology; Information Technology; Students

1. INTRODUCTION

The Indonesian language serves as a core component of national identity for the people of Indonesia (Antari, L. P. S., 2019). Every Indonesian citizen is expected to master and understand the national language. Proficiency in Bahasa Indonesia is a reflection of one's love and respect for it. One expression of this appreciation is the consistent use of Bahasa Indonesia in daily communication without being influenced by foreign languages (Radhiyah, 2021). Nowadays technology is developing very rapidly. As technology develops, the use of language by speakers is also growing (Yastini, 2018). Along with the rapid advancement of technology, technological terminology has also evolved swiftly. The emergence of foreign terms in the field of technology is an issue that must be addressed collectively to prevent these terms from dominating or even undermining the primacy of the Indonesian language as a symbol of national identity (Assapari, M. Mugni, 2014).

According to the 1945 Constitution of the Republic of Indonesia, Article 36, Clause XV, the official language of the country is Indonesian. It serves as the medium of instruction in education and as a tool for the development and application of science, technology, the arts, and communication through mass media (Syamsuri, 2011). This clearly underscores the role of Bahasa Indonesia as a vehicle for technological development. Consequently, terminology—particularly in relation to technology—will continue to evolve in line with ongoing advancements in science, technology, and the arts (known as *ipteks*). Every concept in the realm of technology must be named, which means the development of Indonesian terminology must progress in tandem with developments in *ipteks* (Qodratillah, 2016).

In IPTEKS, Indonesian is one aspect that influences the development of the Indonesian nation in entering the Industrial Era 4.0 and Society 5.0. Indonesian is a means of education in improving knowledge that must develop quality according to the times by utilizing advances in IPTEKS (Sukawati in Fauziah, 2020). As the language supporting technological development, Indonesian must have equivalent terms for concepts in technology. Every technological term should have a corresponding equivalent in Bahasa Indonesia. This aligns with what Qodratillah (2016) stated: if Indonesian is to be regarded as a modern language, it must possess an adequate vocabulary to express ideas across all fields of knowledge. Once the Indonesian vocabulary can fulfill this expressive capacity, the language can be considered on par with other modern languages such as English, French, and Arabic.

Besides the existence of Indonesian equivalents for technological terms, these terms must also be mastered by Indonesian society, especially the educated community. Mastery of these equivalents reflects an attitude of love and

respect for the Indonesian language. Society tends to prefer using Indonesian technological terms rather than foreign-language terms (Riana & Sofyandanu, 2015). Students, as part of the educated community, play a significant role in mastering Indonesian equivalents of technological terms. Mastery of these terms represents a form of loyalty to the Indonesian language. Students must demonstrate loyalty to Bahasa Indonesia as a way of preserving their identity as members of the Indonesian nation (Hikmat & Solihati, 2013).

In reality, researchers have found that many students predominantly use foreign-language technological terms. This tendency is also influenced by social media among students (Syahriandi, 2021). For example, students use terms like *mouse* instead of *tetikus*, *PowerPoint* instead of *salandia*, and so on. This behavior does not reflect a love for the Indonesian language, even though Indonesian already has equivalent terms to represent these concepts. Referring to this issue, the researcher aims to examine the existence of technological terms in Bahasa Indonesia among university students. This study will describe the role of students in mastering Indonesian equivalents of technological terminology.

2. RESEARCH METHOD

The method used in this study is qualitative descriptive. Sugiyono (2018) explains that qualitative research is a method used to investigate phenomena in their natural context. The researcher collects data in the form of inductive or qualitative descriptions, and the results are general conclusions drawn from the events studied. The data sources in this study were selected using purposive sampling. This technique was deemed appropriate considering the large population size. Using this method, the sample consisted of 31 students from the 2023 cohort of the Indonesian Language Education program. Data were collected through a questionnaire containing information technology terms commonly used by students, and participants were asked to provide the Indonesian equivalents. The resulting equivalents were analyzed using simple percentages and then described to illustrate the existence of information technology terminology usage among students.

3. RESULTS AND DISCUSSION

3.1 Results

Based on the results of the study, from the 20 information technology terms presented to the students, data were collected on the percentage of students who responded using foreign terms versus their Indonesian equivalents. These percentages are detailed in the [Table 1](#).

Table 1. Percentage of Student Usage of Information Technology Terminology

No.	Technology Terms in Foreign Languages	Percentage (%)	Technology Terms in Indonesian	Percentage (%)
1	edit	9,68	sunting; ubah	90,32
2	browser	35,48	peramban; penjelajah	64,52
3	error	87,10	galat	12,90
4	upload	32,26	unggah	67,74
5	download	12,90	unduh	87,10
6	view	100	tilik	0
7	offline	90,32	luring (luar jaringan)	9,68
8	online	93,55	daring (dalam jaringan)	6,45
9	e-mail	61,29	surel, posel	38,71
10	gadget	96,77	gawai	3,23
11	netizen	61,29	warganet	38,71
12	network	32,26	jaringan	67,74
13	home	58,06	halaman utama	41,94
14	server	100	peladen	0
15	mouse	100	tetikus	0
16	scan	61,29	pindai	38,71
17	selfie	83,87	swafoto	16,13
18	typo	19,35	saltik	80,65
19	hotspot	100	area bersinyal	0
20	chatting	93,55	obrolan	6,45

Based on the **Table 1**, which presents the results of a questionnaire given to 31 students regarding 20 information technology terms, the findings can be explained as follows. For the term *edit*, 90.32% of students recognized its Indonesian equivalents: *sunting* or *ubah*. For the term *browser*, 64.52% of students identified the Indonesian equivalents *peramban* or *penjelajah*. However, for the term *error*, only 12.90% of students were aware of its Indonesian equivalent, *galat*. Next, 67.74% of students recognized *unggah* as the Indonesian equivalent of *upload*, while 87.10% identified *unduh* as the equivalent of *download*. However, only 9.68% of students knew that *offline* translates to *luring* (luar jaringan), and just 6.45% were aware that *online* corresponds to *daring* (dalam jaringan). For the term *e-mail*, 38.71% of students recognized the Indonesian equivalents *surel* (surat elektronik) or *posel* (pos elektronik). Very few students only 2.23% knew that *gadget* translates to *gawai*. Meanwhile, 38.71% of students identified *warganet* as the Indonesian equivalent of *netizen*. A total of 67.74% of students recognized *jaringan* as the Indonesian equivalent of *network*. Meanwhile, 41.94% identified *halaman utama* as the equivalent of *home*. For the term *scan*, 38.71% of students knew its Indonesian equivalent *pindai*. Regarding *selfie*, 16.13% of students were aware of the Indonesian term *swafoto*. Lastly, 80.65% of students recognized *saltik* (salah ketik) as the equivalent of *typo*. Only 6.45% of students identified *obrolan* as the Indonesian equivalent of *chatting*. Finally, for the terms *view* (Indonesian: *tilik*), *server* (*peladen*), *mouse* (*tetikus*), and *hotspot* (*area bersinyal*), not a single student was able to identify the Indonesian equivalents—representing 0% awareness for these terms.

3.2 Discussion

Based on the research results above, many students are still unaware of the Indonesian equivalents for information technology terms. Overall, 70% of students did not know the Indonesian equivalents of these terms. Even commonly used terms were often unfamiliar in their Indonesian forms. Terms such as *gadget*, *selfie*, *chatting*, *mouse*, and *hotspot* are frequently used by students in conversation. However, according to the questionnaire results, fewer than 20% of students knew the Indonesian equivalents of these terms. This indicates that the existence of Indonesian equivalents for information technology terms is still lacking. Many students (the educated group) are unaware of these Indonesian equivalents. This is an attitude that needs to be improved among the educated community to ensure the continued presence and preservation of Indonesian terminology. As previously explained, if Bahasa Indonesia is to be considered a modern language, it must have an adequate vocabulary to express ideas across all fields of knowledge, and the Indonesian people must use it to ensure the language's continued existence. Using Indonesian equivalents of information technology terms also reflects a positive attitude of love and pride toward the Indonesian language. Therefore, to maintain the existence and understanding of Indonesian equivalents for information technology terms, the habit of using these terms in society must be preserved. The use of Indonesian terms should be encouraged in every conversation, whether formal or informal. This effort aims to make Bahasa Indonesia the primary language used in daily communication, ensuring it remains protected from the influence of foreign languages.

4. CONCLUSION

Out of the 20 terms given to the students, 14 terms, or about 70%, had Indonesian equivalents that were recognized by fewer than 50% of them. In other words, less than half of the students were able to identify the Indonesian equivalents of these 14 terms. One of the contributing factors to this low level of recognition is the widespread use of popular information technology terms, which makes students reluctant to learn their Indonesian counterparts.

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