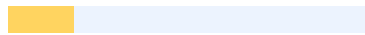




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Managing English culture in semi-military academy

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Abstract

The efficient administration of English culture in semi-military academies becomes a substantial area to cover as long as these institutions remain major players in molding future leaders. This research looks at the difficulties, approaches, and results of maintaining English culture in the special setting of a semi-military institution. Language hurdles, cultural misinterpretations, and difficulties between academic independence and military discipline are only a few of the difficulties that are shown by the findings. To promote cultural diversity and to strengthen institutional cohesiveness, cutting-edge tactics, including inclusive curriculum design, bilingual programs, and cultural competency training, have been recognized as crucial. The survey also emphasizes the perceived benefits of successful English cultural management, which include better performance in school,

better interpersonal abilities, and a stronger feeling of community **1** among students and staff. This study provides theoretical insights into the dynamic interactions between culture, education, and institutional identity by drawing on theories of cultural management, education, and organizational behavior. Moreover, it offers useful suggestions for teachers, administrators, and legislators who want to encourage **inclusivity and diversity** of culture in semi-military academies and other similar educational environments.

Keywords: Communication, Cross-Cultural Competence, Cultural Management, English Culture, Semi-Military Academy.

1. Introduction

In today's global setting, marked by fast globalization and incomparable connectivity, cross-cultural competency **1** has emerged as a vital skill. Individuals and organizations must deal with a complex network of cultural variety, necessitating **a nuanced understanding** and acceptance of various **norms, values, and** traditions. Educational organizations, in particular, serve as critical areas for the growth of these competencies, acting as crucibles in which future leaders are shaped and honed. Semi-military institutions stand out in this setting by effortlessly integrating rigorous learning with elements of discipline and leadership training. These institutions not only teach information but also develop character **1** by emphasizing the value of honesty, teamwork, and resilience. Throughout the constantly changing ecosystem of semi-military institutions, the confluence of many cultural origins is not only accidental but also intrinsic to their ideology. Students from various ethnic, linguistic, and socioeconomic origins gather within these institutions, bringing with them a diverse set of experiences and opinions. This diversity creates an **1** environment conducive to mutual understanding and cultural interaction, both of which are necessary attributes for effective leadership **in an increasingly interconnected** world. **As a result**, good integration and management **of cultural differences** are critical to the success and cohesion of semi-military academies, **ensuring that all** participants **feel valued**,

respected, and empowered to contribute to the collective mission.

Among the several cultural influences present in semi-military academies, the role of English culture is particularly significant. With English performing as the interconnected world's lingua franca, its language, norms, values, and practices pervade all aspects of academic and social life within these institutions. Competency in English not only improves communication but also provides prospects for academic advancement, job development, and cooperation across borders. As a result, administrators, educators, and students alike must balance ethnic variety with linguistic proficiency when integrating and managing English culture.

As semi-military institutions deal with the challenges of cultural integration and adaptation, they act as a miniature of global society, arguing with themes of identity, inclusion, and belonging. These organizations work to create environments in which every individual feels respected and encouraged to succeed through strategic initiatives such as language immersion programs, cultural competency training, and inclusive curriculum development. This study intends to add to both theoretical knowledge and practical applications in the field of cultural management within educational institutions by critically exploring the problems, solutions, and consequences of controlling English culture in semi-military higher education. Finally, by promoting cultural diversity, inclusivity, and excellence in semi-military academies and other comparable educational environments, the study's findings may influence policy, pedagogy, and the management of institutions.

2. Theoretical Framework

Military academies, such as the United States Military Academy (West Point), play a crucial role in shaping future military officers. Research has shown that characteristics like grit, defined as perseverance and passion for long-term goals, are significant predictors of success outcomes among military academy cadets (Duckworth et al., 2007). These institutions, emulated by others globally, focus on providing a comprehensive education that includes a balance of liberal arts and natural sciences (Heinecken & Visser, 2008).

Physical fitness is also ¹ a key component of military academy education, with studies highlighting the importance of physical training and its impact on cadets' anthropometrics and fitness levels (Aandstad et al., 2020; Aandstad et al., 2012).

Military academies are not only national institutions but also ³ engage in international collaborations for military education. Countries like Indonesia provide scholarships for cadets to attend military academy education abroad, fostering international cooperation in this field (Syabilarrasyad ¹ et al., 2023). The educational programs at military academies are designed to instill professionalism and prepare officers for their roles, focusing on specific training tailored to the military setting (Böhmelt et al., 2018; Radzak et al., 2020).

Ethical education is another crucial aspect of military academy training, with a strong emphasis on character development and ethics (Sevruk et al., 2021; Offstein & Dufresne, 2007). The educational environment at military academies is structured to produce leaders of character committed to values like Duty, Honor, and Country, ensuring graduates are prepared for service as officers in their respective armed forces (Martin, n.d.). Military academies provide a unique educational experience that combines academic rigor with physical training, ethical development, and a focus on professionalism. These institutions ⁴ play a vital role in shaping future military leaders, emphasizing traits like grit, physical fitness, and ethical conduct to prepare cadets for the challenges of military service.

Moreover, the influence of language on shaping cultural identity is evident in studies where decision-making in English led students to identify with aspects of Anglophone culture (Brannen ¹ et al., 2014). Furthermore, the specific university culture and environment play a significant role in either motivating or demotivating students to utilize English for communication (Phothongsunan, 2019). Therefore, establishing an environment that encourages English usage and includes cultural elements can enrich students' language learning experience.

Incorporating cultural elements into English teaching necessitates a comprehensive approach. This involves training teachers in cross-cultural communication and awareness to enhance their strategies for teaching cultural competence (Yuan, 2022). It ⁵ is also

vital to offer students opportunities to engage with the culture of the target language community through avenues such as cultural instruction or educational partnerships (Rafieyan et al., 2014). By immersing students in the cultural context of the language they are learning, universities can deepen their comprehension and appreciation of English culture.

Furthermore, integrating cultural components into English language education can enhance intercultural communication skills among students (Vy et al., 2022). Developing cultural awareness is essential for advancing proficiency in English communication and fostering a deeper understanding of the target language (Vy et al., 2022). By incorporating cultural responsiveness in English teaching, universities can provide a more comprehensive language experience that encompasses cultural elements, thereby enriching students' overall language learning journey (Cinarbas & Hos, 2016). To establish English culture in university settings, it is essential to integrate cultural elements into English language teaching. By incorporating traditional culture, promoting cultural confidence, and providing avenues for cultural immersion, universities can enhance students' language learning experience and cultivate intercultural communication skills. Understanding the cultural aspects of English textbooks is crucial for efficient English language use in diverse contexts (Al-Sofi, 2018). By being aware of different cultural aspects and the inseparability of language and culture, students and staff can develop a deeper understanding of English culture. Furthermore, developing general cultural awareness through encounters with popular Anglophone culture can enrich the English language learning experience for students, as proposed in the study on developing cultural awareness in a Mexican university (Vences & Fay, 2013).

Cultural intelligence plays a significant role in language learning and proficiency, as evidenced by studies on the relationship between cultural intelligence, language learning strategies, and English language proficiency (Rachmawaty et al., 2018). By fostering cultural intelligence and language learning strategies, students and staff can improve their English language skills and intercultural competence. Additionally, cultivating intercultural

awareness in English teaching is crucial for promoting cross-cultural communication skills among students and staff (Xiao-hong, 2018). Integrating traditional and popular culture into English teaching, understanding cultural aspects in textbooks, developing cultural awareness, and fostering cultural intelligence are essential steps to enhance English culture for students and staff at a university. By incorporating these practices, universities can create a more immersive and enriching English language learning environment that promotes cultural understanding and proficiency.

Effective communication skills are essential for military personnel, influencing various aspects of their roles and interactions. Research has indicated that participation in deployment support camps can enhance communication skills among military youth (Clary & Ferrari, 2015). Additionally, life skills-based education programs for military individuals have been shown to significantly improve effective communication skills, as well as skills like assertiveness and problem-solving (Hosseini-Shokouh et al., 2018). Furthermore, certain personality traits, such as openness to experience and extraversion, have been identified as predictors of training proficiency, including communication skills, across different occupations (Barrick & Mount, 1991).

In the context of military hospitals, the communication skills of doctors have been evaluated, emphasizing the importance of effective communication in healthcare settings (Hussain et al., 2022). Moreover, integrating life skills programs for military families has demonstrated that good communication skills among military spouses can assist in managing challenges such as geographical separations (Carroll et al., 2013). The utilization of serious games in military applications has been recognized to impact traditional military education through the extensive use of information and communication technologies (Samcovic, 2018).

Additionally, research suggests that utilizing guidance as a leadership communication tool can be effective for military officers, underscoring the significance of communication in leadership roles within the military (Boe & Holth, 2017). Furthermore, the development of diagnostic procedures to evaluate the information culture and competencies of military

cadets highlights the importance of communication skills in the military engineering specialty (Undozerova & Kozlov, 2021). Overall, these studies emphasize the multifaceted role of communication skills in military settings and the diverse strategies employed to enhance these skills among military personnel.

3. Research Method

Semi-structured interviews will be conducted with administrators, staff members, and students selected through purposive sampling. These interviews will explore participants' perspectives, experiences, and challenges in maintaining English culture within the semi-military academy. Open-ended questions will be used to elicit comprehensive responses, leading to a more nuanced understanding of the topic. This interview section was created for three parts: administrator, faculty members, and students. When speaking with administrators, the questions primarily focused on institutional approaches, goals, challenges, assessment methods, success stories, collaboration efforts, and resource needs for managing English culture. Faculty members were asked about their teaching methods, challenges they faced, strategies used to promote cultural sensitivity, opportunities for integration, efforts made to support students, collaboration with administrators, and recommendations for improvement. Students were asked about their experiences with the English language and culture, challenges they encountered, the perceived importance of English proficiency, support needs, their participation in initiatives, suggestions for improvement, and recommendations for administrators and faculty members. The following are the interview questions delivered by the researchers:

For Administrators:

1. Can you describe how English culture is managed within the semi-military academy?
2. What are the main goals and objectives for integrating English culture into the academy's ethos and curriculum?
3. What specific challenges have you faced in managing English culture within the semi-

military academy?

4. How do you evaluate the effectiveness of current strategies and initiatives to promote English language proficiency and cultural integration?

5. In your opinion, how does English language proficiency contribute to students' academic success and overall experience at the academy?

6. Can you share any success stories or best practices related to managing English culture within the institution that you have observed or implemented?

7. How do you collaborate with faculty and other stakeholders to address issues related to cultural diversity and inclusion at the semi-military academy?

8. What additional resources or support do you believe are needed to enhance the management of English culture and promote cultural diversity within the institution?

For Faculty Members:

1. How do you incorporate English language and culture into your teaching practices and course materials at the semi-military academy?

2. What challenges do you face in ensuring that English language instruction meets the diverse needs of students from different linguistic backgrounds?

3. Can you describe any strategies or approaches you use to promote cultural sensitivity and inclusivity in the classroom?

4. What opportunities do you see for further integrating English language and culture across the curriculum and extracurricular activities?

5. How do you support students who may be struggling with English language proficiency or cultural adjustment at the academy?

6. Have you encountered any instances where cultural differences have impacted classroom dynamics or student interactions? If so, how did you address these challenges?

7. In your experience, how does English language proficiency affect students' academic performance and social integration at the semi-military academy?

8. How do you collaborate with administrators and other faculty members to enhance the

management of English culture and promote cultural diversity within the institution?

For Students:

1. How would you describe the role of English language and culture in your experience as a student at the semi-military academy?
2. What challenges have you faced in adapting to English language instruction and cultural expectations **2 at the academy?**
3. Can you share any experiences where language barriers or cultural differences have affected your academic or social interactions?
4. **3 How do you** view the importance of **English language proficiency** for your academic success and future career prospects?
5. What support or resources do you feel would help improve your **English language skills and** cultural adaptation at the academy?
6. Have you participated in any initiatives or activities **1 aimed at promoting cultural diversity and inclusion** within the institution? If so, what was your experience?
7. How do you think the management of English culture at the semi-military academy could be improved to better **meet the needs of students from diverse backgrounds?**
8. What recommendations do you have for administrators and faculty members **9 to** **enhance cultural** sensitivity and inclusivity within the institution?

The documents will undergo a thorough study and evaluation to identify major themes, **1 policies, and practices related to the** management of English culture within the semi-military academy. Content analysis techniques will **7 be used to** extract valuable information and insights from these documents.

4. Result and Discussion

From the interview section to the three parts, the researchers found several answers to be recorded as the materials for evaluation. The following answers are the sample from the interview data:

a. Answers from Administrators:

- 1) "We have implemented various strategies such as English language courses, cultural immersion programs, and integrating English language and culture across the curriculum."
- 2) "Our goals include promoting English language proficiency, fostering **1 cultural diversity and inclusion**, and preparing students for global citizenship and leadership roles."
- 3) "Challenges we face include balancing **the need for** English proficiency with preserving students' native languages and cultures, addressing language barriers among international students, and ensuring equitable access to language support resources."
- 4) "We assess effectiveness through student performance data, stakeholder feedback, and program evaluations."
- 5) "English proficiency **1 is crucial for** academic success, communication skills, and career readiness in a globalized world."
- 6) "We've seen success with language immersion programs, cross-cultural exchange initiatives, and **partnerships with community organizations** to support **English language learners**."
- 7) "Collaboration with faculty, staff, students, parents, and external partners **is crucial to** addressing **cultural diversity and inclusion** within the institution."
- 8) "We need increased funding for language programs, **professional development for** faculty, **and support services for students from diverse** linguistic and cultural backgrounds."

b. Answers from Faculty Members:

- 1) "I incorporate English-language textbooks and materials, cultural references into lessons, and provide language support resources for students."
- 2) "Challenges include addressing language barriers among students, adapting teaching methods for diverse language proficiency levels, and promoting **1 inclusive classroom environments**."
- 3) "**Strategies for promoting cultural** sensitivity include promoting respect for diverse perspectives, facilitating open dialogue about cultural differences, and incorporating

diverse perspectives into course content."

4) "Opportunities for integration include incorporating English language learning activities into subject-specific coursework, organizing cultural exchange events, and collaborating with other faculty members."

5) "I provide additional language support resources, offer extra help sessions, and encourage peer collaboration and support among students."

6) "To address cultural differences, I facilitate discussions about cultural norms and expectations, promote **1 empathy and understanding among students, and** provide resources for conflict resolution."

7) "English proficiency **is crucial for** academic success, participation in class discussions, and engagement with course materials."

8) "Collaborating with administrators involves developing **language support programs,** advocating for resources, and implementing initiatives **to promote cultural diversity and inclusion** within the institution."

c. Answers from Students:

1) "English proficiency is **6 crucial for academic success,** effective communication with peers and teachers and future career prospects."

2) "Challenges may arise due to language barriers, difficulties in comprehending course materials, and feeling excluded from social activities **5 due to language differences.**"

3) "I've felt personally, I have experienced frustration and isolation as a result of language differences. I have also faced struggles in communicating with classmates and teachers, and have felt the pressure to improve my English skills."

4) "English proficiency **1 plays a significant role in** achieving academic success, active participation in class discussions, and accessing further education or employment."

5) "I need opportunities. To address my needs, I require additional language support resources, such as tutoring services, language courses, and language exchange programs."

6) "To enhance my ⁶ English skills and broaden my understanding of different cultures, I actively participate in language clubs, cultural exchange events, and language immersion programs to improve my English skills and ¹ learn about different cultures."

7) "Suggestions for improvement include the provision of more language support resources, the implementation of culturally sensitive teaching methods, and the creation of opportunities for cross-cultural interaction and collaboration."

8) "Recommendations for administrators and faculty include increased in order to support better English language learners, administrators, and faculty should consider promoting cultural sensitivity among staff and students, increasing support services, and ensuring a welcoming and inclusive environment for students from diverse backgrounds."

To effectively manage English culture in a semi-military academy, it is crucial to provide comprehensive language support through courses, tutoring, and immersion programs. Additionally, teachers must integrate diverse perspectives and create inclusive classrooms. Incorporating language learning activities across all subjects can also encourage proficiency. Events and clubs can be used to foster cross-cultural interaction, which can be supported by teacher training workshops. Student support services, such as counseling and mentoring, should be available to students. Furthermore, collaboration with stakeholders can ensure a holistic approach. Regular policy reviews and seeking feedback from students and staff are essential for continuous improvement. Celebrating diversity and recognizing achievements can further reinforce an inclusive environment. This approach promotes English culture while also embracing multiculturalism.

Besides, ¹² there are some difficulties in managing English culture, especially in semi-military academies: Some students may struggle to grasp what is being taught, participate in class discussions, and finish assignments because they do not speak English as ⁶ their first language. Semi-military institutions frequently promote discipline and leadership development in addition to academic pursuits. Balancing these needs and incorporating English culture ¹ into the curriculum necessitates precise planning and coordination. Semi-military institutions may have limited resources for language support, cultural

integration activities, and teacher professional development. This could hinder efforts to regulate English culture within the institution successfully; faculty, staff, or students who are used to the current protocols or who believe that the changes are needless may be resistant to the implementation of new language support programs or cultural integration initiatives; It's critical to respect students' varied language and cultural backgrounds even as you promote English culture. It can be difficult to strike the correct balance between helping kids become more fluent in English and protecting their original tongues and traditions.

5. 4 Conclusion

In conclusion, this study has provided valuable insights into the complex nature of managing English culture in a semi-military academy setting. Through interviews conducted with administrators, faculty, and students, several key themes have emerged. Firstly, it has become evident that the implementation of comprehensive language support programs, culturally sensitive teaching methods, and the integration of the English language and culture throughout the curriculum are crucial for effective management. Additionally, fostering cross-cultural interaction, providing student support services, and collaborating with stakeholders are essential aspects. Moreover, conducting regular policy reviews, establishing feedback mechanisms, and celebrating diversity contribute to continuous improvement and the creation of a more inclusive environment. By implementing these findings, semi-military academies can successfully address the challenges of managing English culture while promoting diversity and excellence within their institutions.

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