

## The Importance of English in Responding to Globalization and Pursuing International Opportunities: Strengthening Students' and Santri's Motivation through a Seminar at IAI Nurul Hakim, West Lombok

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### Article Info

#### Article history:

Accepted: 03 Juni 2026

Publish: 18 Juni 2026

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#### Keywords:

English Language;

Institutional Internationalization;

Institut Agama Islam Nurul Hakim;

International Opportunities;

Seminar;

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### Abstract

*Globalization has transformed education, communication, and employment sectors, demanding young generations to possess global competencies, particularly English proficiency. Nevertheless, many students and santri still perceive English merely as an academic subject rather than a strategic instrument for accessing broader educational and professional opportunities. This community service activity aimed to enhance the awareness, understanding, and motivation of students and santri regarding the importance of English in facing globalization and achieving international aspirations such as scholarships, overseas education, global networking, and career development. The activity was conducted through an educational seminar within the Institutional Internationalization program organized by Institut Agama Islam (IAI) Nurul Hakim, Lombok Barat, involving approximately 50 participants consisting of university students and santri. The implementation employed interactive lectures, discussions, experience sharing, and question-and-answer sessions. The materials emphasized the urgency of English in the global era, opportunities for international education, personal academic experiences, and practical strategies for improving English competence among young learners. The results demonstrated increased enthusiasm, awareness, and motivation among participants regarding the strategic role of English proficiency in responding to global challenges and pursuing future opportunities. Participants showed strong interest in scholarship opportunities, international education, and personal development through English language mastery. This activity indicates that educational seminars can serve as an effective approach to strengthening global awareness and fostering an international mindset among students and santri.*

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## 1. INTRODUCTION

Globalization has significantly reshaped various aspects of human life, including education, communication, employment, and international mobility (Rezaei., et. al. 2018). In the contemporary era, young people are expected not only to possess academic competence but also global skills that enable them to participate actively in international environments. One of the most essential competencies required in the globalization era is English proficiency, as English functions as an international language used in education, business, technology, diplomacy, and

cross-cultural communication (Crystal, 2003; Graddol, 2006). The growing interconnectedness of societies and economies has positioned English as an important tool for accessing knowledge, building international networks, and pursuing educational and professional advancement.

In higher education contexts, English proficiency has increasingly become a strategic requirement for supporting institutional internationalization and enhancing students' competitiveness (Si, K, et. al. 2025). Universities across the world continue to encourage international collaboration, student mobility, global academic partnerships, and participation in international scholarship programs. Consequently, students with adequate English communication skills tend to have broader access to international educational opportunities, academic exchanges, and global career prospects (Altbach & Knight, 2007). However, despite the increasing importance of English, many students in developing countries, including Indonesia, still encounter challenges in developing adequate English competence due to limited exposure, lack of confidence, and perceptions that English is merely a compulsory academic subject rather than a practical life skill (Lauder, 2008).

This issue is also relevant within Islamic educational environments, including institutions involving university students and santri. Although Islamic educational institutions have demonstrated significant development in responding to modernization and globalization, English language mastery is still frequently perceived as secondary compared with other academic and religious disciplines (Setiyadi, A. B., 2016). As a result, many young learners remain unaware of the strategic role of English in opening pathways toward scholarships, international education, research collaboration, entrepreneurship, and global communication. Haryadi, R. N., et. al (2023) stated that building awareness regarding the importance of English therefore becomes an important educational intervention to prepare students and santri for future global challenges.

Community service activities can serve as an effective medium for strengthening educational awareness and motivation among learners. Educational seminars, in particular, provide opportunities for participants to gain knowledge, practical insights, and inspirational experiences related to personal and academic development (Bringle & Hatcher, 1995). Through motivational and educational approaches, participants can develop stronger perspectives regarding the relevance of English proficiency in shaping their future aspirations. Furthermore, sharing experiences related to international education and scholarship opportunities can increase learners' confidence and encourage them to pursue broader educational ambitions.

Based on this background, a community service seminar entitled "The Importance of English in Responding to Globalization and Pursuing International Opportunities" was conducted as part of the Institutional Internationalization program organized by Institut Agama Islam (IAI) Nurul Hakim, West Lombok. The activity involved approximately 50 participants consisting of university students and santri. The seminar aimed to strengthen participants' motivation, awareness, and understanding of the importance of English as a bridge toward globalization, international education opportunities, scholarships, global networking, and future career development.

## **2. COMPREHENSIVE LITERATURE REVIEW**

### **2.1 English Language in the Era of Globalization**

Globalization has accelerated the interconnectedness of nations in economic, educational, technological, and socio-cultural dimensions. Within this context, language plays a crucial role as a medium of communication and global participation. English has emerged as the dominant global lingua franca used in international education, diplomacy, science, business, media, and technology (Crystal, 2003). The widespread use of English has transformed it from merely a foreign language into an important global competency required to navigate international environments.

According to Graddol (2006), English proficiency is increasingly associated with access to global knowledge, professional advancement, and participation in transnational

communication networks. In educational settings, English serves not only as a communication tool but also as a gateway to academic resources, scholarly publications, research collaboration, and international learning experiences. The dominance of English in digital platforms, scientific literature, and higher education reinforces its strategic importance for students who seek to remain competitive in a rapidly globalizing world (Rachuri, R. 2026).

The relationship between Pennycook (2009) stated that English and globalization is particularly relevant in developing countries, where young generations are expected to respond to increasing global competition. English competence enables learners to engage with broader educational content, digital information, and intercultural exchanges, thereby supporting personal and professional development. Consequently, promoting English awareness among students and young learners has become an important educational priority.

## **2.2 English Proficiency and International Opportunities**

English proficiency is strongly linked to access to various international opportunities, including scholarships, overseas education, academic mobility, global networking, and career advancement. Higher education institutions worldwide increasingly emphasize internationalization through exchange programs, collaborative research, international conferences, and student mobility initiatives (Altbach & Knight, 2007). Participation in such activities generally requires a functional command of English.

Numerous international scholarship programs, such as governmental, institutional, and multilateral educational schemes, employ English proficiency as a fundamental selection criterion. Standardized English examinations, including TOEFL and IELTS, are commonly required for admissions, scholarship applications, and postgraduate studies abroad. Therefore, insufficient English competence may limit students' access to educational mobility and international academic experiences.

Beyond education, English proficiency contributes significantly to employability and professional competitiveness. Rao (2019) argues that English communication skills enhance individuals' ability to access international labor markets, multinational workplaces, and cross-border professional environments. In an increasingly digital economy, communication in English also facilitates entrepreneurial engagement, international partnerships, and participation in global innovation ecosystems.

For university students and young learners, awareness of these opportunities is important in developing future-oriented learning motivation. Understanding English as a practical instrument for achieving personal aspirations may encourage stronger commitment toward language learning and self-development.

## **2.3 Motivation in English Language Learning**

Motivation is widely recognized as a critical factor influencing language learning achievement. In second language acquisition theory, learners' motivation significantly affects engagement, persistence, confidence, and learning outcomes (Dörnyei, 2001). Students who possess clear personal goals and perceive practical benefits from language learning tend to demonstrate stronger commitment and more effective learning behaviors.

Gardner (1985) distinguishes language learning motivation into integrative and instrumental motivation. Integrative motivation refers to learners' desire to connect with other cultures and communities, whereas instrumental motivation relates to practical objectives such as employment, education, examinations, and professional advancement. In the context of globalization and international education, instrumental motivation has become increasingly prominent among learners pursuing scholarships, international careers, and overseas academic opportunities.

Motivational interventions, including educational seminars, mentoring, and experience-sharing sessions, may contribute positively to learners' attitudes toward English language learning. Exposure to inspirational stories, practical opportunities, and real-world applications of English can strengthen learners' beliefs about their own capabilities and future possibilities.

Therefore, motivational educational programs play a valuable role in encouraging students and santri to view English as a meaningful pathway toward broader aspirations.

## 2.4 Educational Seminars as a Community Service Strategy

Community service activities within higher education institutions often seek to address educational, social, and developmental needs through knowledge sharing and community engagement. Educational seminars constitute one of the commonly employed approaches for disseminating knowledge, promoting awareness, and strengthening participants' capacities (Bringle & Hatcher, 1995).

Seminars provide an interactive environment where participants can obtain conceptual understanding, practical information, and motivational reinforcement simultaneously. Within educational and youth development contexts, seminars may effectively increase awareness of academic opportunities, career pathways, personal development, and global competencies. Furthermore, interactive presentations combined with discussion and experience-sharing approaches can enhance participant engagement and learning retention.

In the context of English language awareness and internationalization, seminars may function as strategic interventions for exposing students and santri to global educational realities, scholarship opportunities, and practical language development strategies. Through this approach, participants are encouraged to broaden their perspectives regarding the role of English in shaping future academic and professional trajectories.

## 3. METHODOLOGY

### 3.1 Approach and Type of Community Service Activity

This community service activity employed a participatory educational approach through a seminar method aimed at enhancing participants' awareness, motivation, and understanding regarding the importance of English in facing globalization and accessing international opportunities. The activity was designed as an educational intervention emphasizing interactive knowledge dissemination, motivational engagement, and experiential sharing.

The program was conducted as part of the Institutional Internationalization Seminar organized by Institut Agama Islam (IAI) Nurul Hakim, West Lombok. The activity involved approximately 50 participants consisting of university students and *santri* of Nurul Hakim. The seminar focused on strengthening participants' global perspectives by introducing English as a strategic competency for academic development, scholarship access, international networking, and future career advancement.

### 3.2 Participants and Activity Setting

The participants of this community service activity were selected based on the target audience determined by the organizing institution. The seminar involved university students and *santri* who represented young learners within higher education and Islamic educational environments.

The activity took place at Aula Kampus 2, Institut Agama Islam (IAI) Nurul Hakim, West Lombok, on May 16, 2026, under the framework of the Institutional Internationalization program organized by the institution. The seminar setting was designed to encourage interactive participation through presentations, discussion sessions, and motivational sharing.

**Table 1. Profile of Community Service Activity**

Component	Description
Activity Title	The Importance of English in Responding to Globalization and Pursuing International Opportunities
Activity Type	Educational Seminar / Community Service Program
Organizer	Institut Agama Islam (IAI) Nurul Hakim

Component	Description
Venue	Aula Kampus 2 IAI Nurul Hakim, West Lombok
Date	May 16, 2026
Participants	University Students and <i>Santri</i>
Number of Participants	Approximately 50 participants
Approach	Interactive Educational Seminar
Main Topic	English, Globalization, International Opportunities, Scholarships

Table 1. Presents the profile of the community service implementation.

### 3.3 Implementation Procedure

The implementation of the activity consisted of several stages, namely preparation, implementation, and evaluation.

#### a. Preparation Stage

At the preparation stage, coordination was carried out with the organizing committee of IAI Nurul Hakim regarding seminar objectives, participant profiles, implementation schedules, and thematic alignment with the Institutional Internationalization program. Learning materials and presentation contents were prepared to suit participants' educational backgrounds and needs.

#### b. Implementation Stage

The implementation stage employed an interactive seminar model consisting of lectures, motivational presentations, experience sharing, discussion, and question-and-answer sessions. The material delivery focused on several key topics:

1. The role of English in the globalization era.
2. English as a bridge toward international education and scholarships.
3. International opportunities in education, networking, and careers.
4. Practical strategies for developing English competence.
5. Personal and academic experiences related to international educational exposure.

The activity emphasized contextual and motivational learning by connecting English competence with real-life educational and professional opportunities.

#### c. Evaluation Stage

Evaluation was conducted qualitatively through participant interaction, discussion engagement, questions raised during the seminar, and participants' responses toward the delivered materials. Observation of participant enthusiasm, motivation, and active participation served as indicators for assessing the seminar's effectiveness in increasing awareness regarding English and international opportunities.

**Table 2. Stages of Community Service Implementation**

Stage	Activities	Expected Output
Preparation	Coordination, material preparation, participant mapping	Seminar readiness and relevant materials
Implementation	Presentation, interactive lecture, experience sharing, discussion, Q&A	Increased awareness and motivation among participants
Evaluation	Observation, participant interaction analysis, feedback during seminar	Assessment of participant understanding and engagement

Table 2. The implementation stages are summarized

### 3.4 Data Collection and Analysis Technique

Data collection in this community service activity employed qualitative observation methods. The observations focused on participants' involvement, interaction patterns, responses during discussions, and motivational indicators demonstrated throughout the seminar process.

The collected information was analyzed descriptively to identify participants' levels of awareness, enthusiasm, and understanding regarding the strategic role of English in globalization and international opportunity access. Descriptive qualitative analysis was utilized to interpret participant engagement and summarize the educational impact generated by the seminar activity.

## 4. RESULTS

### 4.1 Implementation of the Educational Seminar

The community service activity was successfully implemented through an educational seminar conducted under the Institutional Internationalization program organized by Institut Agama Islam (IAI) Nurul Hakim, West Lombok. The seminar involved approximately 50 participants consisting of university students and *santri*. The activity focused on strengthening participants' awareness regarding the strategic role of English in responding to globalization and pursuing international educational and professional opportunities.

The seminar was delivered using an interactive educational approach that combined lectures, motivational sharing, experiential narratives, discussions, and question-and-answer sessions. The delivery strategy was intentionally designed to make the topic more relatable to participants by connecting English language competence with real-world opportunities such as scholarships, international study experiences, global networking, entrepreneurship, and career development.

During the seminar, participants were introduced to the evolving global landscape in which English proficiency increasingly functions as a key requirement for academic mobility, digital communication, and professional competitiveness. The presentation emphasized that English should not merely be viewed as a compulsory academic subject but as a practical instrument capable of expanding personal and institutional opportunities.

### 4.2 Participants' Responses toward English and Global Opportunities

One of the most notable outcomes of the activity was the strong enthusiasm demonstrated by participants throughout the seminar process. Active participation was reflected in the discussion sessions, interactive exchanges, and the number of questions raised by participants concerning scholarships, studying abroad, international careers, and effective strategies for improving English competence.

Many participants expressed curiosity regarding pathways toward accessing global educational opportunities. Questions related to international scholarship requirements, language preparation strategies, English examinations, and self-development planning emerged during the discussion session. These responses suggest that participants possess strong aspirations for educational advancement but may require additional exposure, motivation, and practical guidance to understand how English proficiency can support these ambitions.

The observed participant responses align with Gardner's (1985) theory of instrumental motivation, which emphasizes that learners are more motivated to develop language competence when they perceive clear practical benefits connected to future goals, career advancement, or educational opportunities. In this seminar, presenting English as a bridge toward scholarships, international exposure, and global participation contributed to strengthening participants' motivational orientation.

Observation Aspect	Findings
Participant Engagement	High enthusiasm and active attendance
Discussion Participation	Active involvement during question-and-answer sessions
Dominant Discussion Topics	Scholarships, overseas study, English learning strategies, global careers
Motivational Indicators	Increased curiosity and aspiration toward international opportunities
General Participant Response	Positive perception toward the role of English in globalization

Table 3. Participant Responses during the Seminar

#### 4.3 English as a Bridge toward Educational and International Aspirations

A major discussion point emerging from the seminar was the repositioning of English from a classroom subject into a strategic life competency. Participants were encouraged to understand that English proficiency plays an essential role in accessing educational resources, international communication, scholarship programs, research activities, and career mobility.

The sharing of practical examples and international academic experiences appeared to strengthen participants' understanding of how English can function as a gateway to broader achievements. Personal narratives concerning educational journeys, international exposure, and the pursuit of academic opportunities contributed to creating a stronger emotional and motivational connection between participants and the seminar material.

This finding supports previous studies emphasizing the role of English as a global language that facilitates international communication and access to global knowledge systems (Crystal, 2003; Graddol, 2006). In contemporary educational environments, students with stronger English competence generally possess broader access to international academic resources, collaborative learning opportunities, and educational mobility pathways.

Within the context of Islamic educational institutions, promoting English awareness among students and *santri* becomes increasingly relevant. The globalization era requires young learners from diverse educational backgrounds to develop competencies that enable them to engage productively in local, national, and international settings. Therefore, integrating motivational English awareness initiatives into institutional educational programs can contribute positively to strengthening global readiness among learners.

#### 4.4 Educational Seminars as a Community Service Strategy

The implementation results indicate that educational seminars can function effectively as a community service strategy for promoting global awareness and motivational development among students and *santri*. The combination of interactive communication, experiential sharing, and contextual examples created an engaging learning environment that encouraged participant involvement.

Unlike conventional one-way lectures, the interactive seminar format enabled participants to connect theoretical concepts with practical life goals and future aspirations. This finding corresponds with Bringle and Hatcher's (1995) perspective that community-based educational interventions become more effective when they encourage participant interaction, reflective learning, and contextual relevance.

Furthermore, the seminar contributed not only to increasing participants' awareness regarding English language importance but also to supporting broader institutional internationalization efforts. Developing globally aware learners represents an important component of higher education institutions' responses toward internationalization and global educational transformation (Altbach & Knight, 2007).

Overall, the results demonstrate that motivational educational seminars focusing on English, globalization, and international opportunities can positively influence participants'

perspectives and strengthen their aspirations toward future educational and professional development.

## 5. CONCLUSION

### 5.1 Conclusion

The community service activity conducted through an educational seminar at Institut Agama Islam (IAI) Nurul Hakim, West Lombok, demonstrated that English language awareness initiatives can positively contribute to strengthening students' and *santri*'s understanding, motivation, and global perspectives. Through interactive presentations, discussions, motivational sharing, and experiential learning approaches, participants gained broader insights into the strategic role of English in responding to globalization and pursuing international opportunities.

The findings indicate that participants showed strong enthusiasm and active engagement during the seminar, particularly concerning topics related to scholarships, overseas education, international careers, and English learning strategies. The activity successfully encouraged participants to view English not merely as a compulsory academic subject but as a practical instrument for academic mobility, professional competitiveness, international networking, and personal development.

Furthermore, the seminar supports the broader agenda of institutional internationalization by promoting globally oriented mindsets among learners. Educational seminars employing contextual and motivational approaches can therefore serve as an effective community service model for enhancing global awareness and future-oriented aspirations among university students and *santri*.

### 5.2 Recommendations

Based on the implementation outcomes, several recommendations can be proposed. First, educational institutions are encouraged to conduct similar programs regularly to strengthen students' and *santri*'s readiness for global educational and professional challenges. Second, English language development initiatives should be integrated into institutional internationalization strategies through workshops, language mentoring, scholarship preparation training, and international exposure programs.

Third, follow-up community service activities may include practical training sessions focusing on English communication skills, scholarship application preparation, TOEFL/IELTS familiarization, and intercultural communication competencies. Such programs may provide more concrete pathways for participants to transform their motivation into actionable educational and professional achievements.

## 6. ACKNOWLEDGEMENT

The authors would like to express sincere appreciation to Institut Agama Islam (IAI) Nurul Hakim, West Lombok, for organizing the Institutional Internationalization Seminar and providing the opportunity to conduct this community service activity. Gratitude is also extended to all participating students and *santri* for their active engagement, enthusiasm, and meaningful participation throughout the seminar program.

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