

THE INFLUENCE OF THE KOREAN WAVE ON STUDENTS' SENSE OF RESPONSIBILITY AND COMMITMENT TO LOCAL WISDOM

PENGARUH KOREAN WAVE TERHADAP SIKAP TANGGUNG JAWAB DAN KOMITMEN SISWA PADA KEARIFAN LOKAL

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Abstract: the purpose of this study is to analyze the influence of the Korean wave on students' attitudes of responsibility and commitment to local wisdom. This study used a quantitative approach with a survey method. The results show that the Korean wave has a significant influence on students' attitudes of responsibility, with a correlation coefficient of 0.909. The coefficient of determination value of 0.827 indicates that 82.7 percent of the variation in students' attitudes of responsibility is influenced by exposure to the Korean wave, while 17.3 percent is influenced by other factors. The Korean wave also influences students' commitment to preserving local wisdom, with a correlation coefficient value of 0.909. The coefficient of determination value of 0.826 shows that 82.6 percent of the variation in student commitment to preserving local wisdom is influenced by exposure to the Korean wave, while 17.4 percent is influenced by other factors. The influence of the Korean wave on students' attitudes of responsibility and commitment to local wisdom is constructive if supported by adequate education and supervision patterns.

Abstrak: tujuan kajian ini yaitu untuk menganalisis pengaruh *Korean wave* terhadap sikap tanggung jawab dan komitmen siswa pada kearifan lokal. Kajian ini menggunakan pendekatan kuantitatif dengan metode survei. Hasil kajian menunjukkan bahwa *Korean wave* memiliki pengaruh yang signifikan terhadap sikap tanggung jawab siswa dengan nilai koefisien korelasi sebesar 0,909. Nilai koefisien determinasi sebesar 0,827 mengindikasikan bahwa 82,7 persen variasi sikap tanggung jawab siswa dipengaruhi oleh paparan *Korean wave* sedangkan 17,3 persen dipengaruhi faktor lain. *Korean wave* juga mempengaruhi komitmen siswa dalam melestarikan kearifan lokal dengan nilai koefisien korelasi sebesar 0.909. Nilai koefisien determinasi sebesar 0,826 menunjukkan bahwa 82,6 persen variasi komitmen siswa terhadap pelestarian kearifan lokal dipengaruhi oleh paparan *Korean wave* sedangkan 17,4 persen dipengaruhi oleh faktor lain. Pengaruh *Korean wave* terhadap sikap tanggung jawab dan komitmen siswa pada kearifan lokal bersifat konstruktif apabila didukung dengan pola pendidikan dan pengawasan yang memadai.

INTRODUCTION

The currents of globalization in the modern era have shaped an increasingly interconnected civilizational landscape characterized by the accelerated exchange of information, technology, and culture across national boundaries. These developments have given rise to various forms of popular culture that spread rapidly throughout the world. One of the most prominent cultural phenomena of the twenty-first century is *Hallyu* or the Korean Wave, a term used to describe the global diffusion of South Korean popular culture, encompassing music, drama, film, fashion, cuisine, and lifestyle trends that dominate the global entertainment industry (Jang & Paik, 2012). The Korean Wave, in Indonesia, first gained visibility through the broadcast of Korean dramas on national television in the early 2000s. This strengthening was closely associated with advancements in information technology, particularly the expansion of the internet and social media. Digital platforms such as YouTube, Instagram, TikTok, and various streaming services have facilitated wide access for adolescents to consume Korean cultural content (Heryanto, 2015). This condition has transformed the Korean Wave from a mere entertainment trend into a cultural phenomenon that influences the lifestyle, behavioral patterns, and modes of thinking of Indonesian youth.

The impact of the Korean Wave on Indonesian adolescents unfolds in complex and ambivalent ways. Korean popular culture presented through various entertainment products introduces positive values such as diligence, discipline, and social ethics, which are often emulated by its fans. Narratives of struggle portrayed by Korean music groups and the perseverance depicted in Korean dramas contribute to increased motivation among some students to study more seriously, manage their time more effectively, and perform their responsibilities more consistently. These influences indicate that popular culture can serve as a source of inspiration for developing more responsible behavior (Rahmawati & Purnamasari, 2021). Intense exposure to foreign values also poses challenges, as the dominance of external symbols and lifestyles may shift adolescents' orientation away from local culture, particularly during the period of identity formation (Kurniawati, 2020). Excessive fanaticism toward idols further risks

undermining academic and social responsibilities, suggesting that the positive aspects of the Korean Wave do not always prevail in adolescents' daily lives.

The influence of the Korean Wave extends across various domains of adolescent life. Fans of Korean popular music tend to display consumptive behavior in purchasing Korean-associated products ranging from albums and cosmetics to food items (Pratiwi, 2019). High school students in Yogyakarta are also reported to be more familiar with Korean popular songs than with local traditional music, revealing a shift in cultural appreciation (Ningsih, 2020). Creative forms of acculturation have been documented in other studies, including the fusion of Korean fashion with batik and the incorporation of elements of Korean modern dance into traditional choreographies (Dahroni, 2024). The findings indicate that the interplay between global and local cultures is not strictly substitutive but may instead give rise to hybrid forms that create opportunities for cultural integration.

Local wisdom is understood as a heritage of values, norms, and traditions that are practiced within a community and function as moral guidance for younger generations. The observed shift in cultural orientation is closely related to the position of local wisdom as a foundational element of national identity. Continuous exposure to foreign cultural forms has the potential to diminish adolescents' interest in traditional arts, regional languages, and local cultural practices. This situation poses a significant challenge to the sustainability of local culture amid an increasingly powerful global cultural flow (Sartini, 2004). Local wisdom plays a strategic role in character formation by nurturing values such as cooperation, politeness, adherence to social norms, and respect for the environment (Setiadi, 2016). The increasing predominance of foreign value internalization among adolescents has raised concerns over cultural disorientation, potentially weakening national identity and diminishing a sense of cultural belonging.

Cross-national research reinforces the notion that the influence of the Korean Wave varies according to the social and cultural context of its receivers. Studies in China report that *Hallyu* increases interest in Korean culture while simultaneously raising concern over the weakening

of local traditions (Lee, 2011). Research from the Philippines shows that although Korean music and drama enjoy widespread popularity, many adolescents continue to retain their local identity through religious practices and family traditions (Cho & Park, 2021). These findings highlight that societal responses to the Korean Wave depend on existing cultural filtering mechanisms. Educational environments play a central role in this process because schools serve as key institutions for shaping students' character. The balance of character formation may be disrupted under conditions in which foreign cultural influences dominate without sufficient reinforcement of local values, thereby necessitating careful attention from educators and policymakers (Sukmadinata, 2012). Education functions not only to transmit knowledge but also to instill moral, social, and cultural values.

Further interpretation of these findings can be examined through the theoretical frameworks of acculturation and glocalization. According to Berry's acculturation theory, encounters between foreign and local cultures may produce several adaptation strategies, including integration, characterized by the adoption of new cultural elements alongside the preservation of original cultural identity (Berry, 2005). Student experiences at Senior High School 1 Garut indicate a strong tendency toward integration, characterized by the adoption of Korean cultural elements without the abandonment of local identity. Positive impacts are reflected in increased motivation and responsibility, whereas negative aspects appear in the declining spontaneous appreciation for traditional arts. Opportunities remain widely open for utilizing the Korean Wave as a medium for local cultural revitalization, provided that it is managed through creative educational approaches emphasizing selective value adoption, reinforcement of local identity, and strategic use of popular culture as a bridge to cultural pride. Based on these considerations, this study examines the influence of the Korean Wave on students' sense of responsibility and their commitment to preserving local wisdom.

METHODS

This study employed a quantitative approach with a survey design to examine the influence of the Korean Wave on students' sense of responsibility and their commitment to preserving

local wisdom. The quantitative approach was selected because it enables objective testing of relationships between variables through numerical data analysis. The survey design allows the collection of empirical information that represents a broad range of respondent characteristics. The research was conducted at Senior High School 1 Garut, with the population comprising all Grade XII students in the ongoing academic year. The study involved 100 students selected as respondents through simple random sampling, thereby ensuring that each member of the population had an equal probability of selection. This sampling technique was considered adequate for capturing general tendencies among the student population. The research instrument consisted of a structured questionnaire developed based on indicators assigned to each variable. The independent variable, the Korean Wave (X), included indicators such as the intensity of watching Korean dramas, the frequency of listening to Korean popular music, the level of consumption of Korea-associated products, and involvement in fan communities.

The dependent variables comprised responsibility (Y1), measured through indicators of learning discipline, punctuality in completing tasks, adherence to school regulations, and personal responsibility; as well as commitment to preserving local wisdom (Y2), assessed through indicators of interest in traditional arts, participation in cultural activities, pride in regional identity, and efforts to maintain local traditions in daily life. Measurement of all indicators was conducted using a five-point Likert scale, ranging from strongly disagree (score 1) to strongly agree (score 5). The questionnaire underwent validity and reliability testing to ensure the appropriateness of items and the internal consistency of the instrument. The collected data were analyzed using descriptive statistics to provide an overview of respondent characteristics and trends within each variable, followed by simple regression analysis to test the hypotheses regarding the influence of the Korean Wave on responsibility and commitment to local wisdom. Data analysis was conducted using statistical software, with particular attention to the coefficient of determination (R^2), results of the t-test and F-test, and the significance level, thereby ensuring that the conclusions drawn were accurate, logical, and scientifically defensible.

RESULTS AND DISCUSSION

The Influence of the Korean Wave on Students' Sense of Responsibility

The results of the simple regression analysis indicate that the Korean Wave has a strong influence on students' sense of responsibility. The regression equation obtained is $Y_1 = -5.102 + 1.140X$, with a significance level of 0.000, which is lower than 0.05. The correlation coefficient (R) of 0.909 shows a very strong relationship between exposure to the Korean Wave and students' responsibility. The coefficient of determination (R^2) of 0.827 indicates that 82.7% of the variance in students' responsibility can be explained by exposure to the Korean Wave, with the remaining 17.3% influenced by other factors outside the model. These findings affirm that an increase in the intensity of students' engagement with Korean culture, through music, drama, lifestyle, and fandom activities, tends to be accompanied by an increase in responsible behavior as reflected in study discipline, compliance with school rules, and seriousness in carrying out academic and social duties.

This quantitative interpretation is consistent with the framework of social learning theory proposed by Bandura, which states that human behavior is shaped through processes of observation, imitation, and modelling of figures perceived as relevant. Exposure to the Korean Wave does not merely provide entertainment but also presents behavioral models through idols and drama characters embodying work ethic, discipline, responsibility, and social solidarity (Lee & Lee, 2022). Social learning theory explains that social learning occurs through four stages, including attention, memory retention, behavioral reproduction, and motivation (Bandura, 1986). Professionalism and diligence demonstrated by Korean public figures provide inspiration for students to adopt similar behaviors, especially during adolescence, a stage of personal identity formation and the search for role models reflecting ideal values (Kim & Choi, 2021). This linkage strengthens the understanding that the positive relationship between the Korean Wave and students' responsibility is grounded in robust psychological mechanisms.

The Korean Wave functions as a form of informal social learning because moral and social values become internalized in students'

everyday lives. Consumption of digital media, such as Korean popular music, can enhance students' social responsibility if accompanied by reflection and critical discussion (Setiawan & Indrawati, 2022). Adolescents' involvement in fandom communities can foster a sense of responsibility through collective activities such as charity projects, donations, and volunteer initiatives (Park & Lim, 2023). Social interaction within fandom communities in digital spaces can increase individuals' sense of belonging and responsibility toward the group (Hidayat & Rahmah, 2024). Activities such as joint streaming, fundraising, and promoting idols' works require students to manage time, distribute roles, and collaborate in social endeavors.

The internalization of values related to the Korean Wave can also be explained through social identity theory. This theory posits that individual identity is shaped through membership in particular social groups and that individuals tend to align their values and behavior with those of their reference groups. Fan communities such as ARMY or BLINK provide social spaces in which students construct a collective identity and a shared value system (Cho & Park, 2021). Values such as loyalty, discipline, cooperation, and responsibility toward the community become social norms that are learned and practiced (Lee & Lee, 2022; Hidayat, 2019). Interaction within fandom communities generates peer reinforcement mechanisms whereby students learn to manage roles, adhere to group rules, and participate in joint activities. This phenomenon illustrates that the Korean Wave can serve as an effective peer-based learning medium for strengthening social responsibility.

The dynamics of the Korean Wave's influence on students' responsibility also need to be understood through the lens of uses and gratifications theory. This theory explains that individuals consume media to satisfy specific needs, whether cognitive, affective, or social. The impact of popular media tends to be positive if users' primary motivations involve seeking inspiration, enhancing self-competence, or emulating values such as diligence and hard work (Rahman & Aulia, 2023). The consumption of Korean content among many adolescents is primarily oriented toward entertainment and lifestyle purposes, potentially fostering consumptive tendencies such as the purchase of

cosmetics, clothing, and other idol-associated products (Kurniawati & Hasanah, 2021; Nuraini & Ramadhani, 2022). This condition demonstrates a spectrum of influence that depends on motivation and patterns of media consumption. Constructive effects emerge when students can selectively adopt values, whereas problematic influences arise when media use is driven by hedonism and escapism.

The strong attachment of adolescents to Korean culture, as reflected in the findings of this study, has important implications for character education. The concept of responsibility in character education encompasses adherence to school regulations, management of academic obligations, and the ability to fulfil social roles proportionally. Exposure to the Korean Wave, which highlights discipline and work ethic, can be utilized as a contextual resource to reinforce character education in schools (Wahyudi, 2018). Values presented in dramas or song lyrics can be used as material for moral reflection and discussion in classroom activities (Putri & Santoso, 2023). Schools have the opportunity to emulate the solidarity patterns found in fandom communities by organizing collaborative activities, social projects, and extracurricular programs that emphasize cooperation and care for others so that peer reinforcement mechanisms are directed toward the development of positive social responsibility (Han & Lee, 2023; Park & Lim, 2023). Such approaches provide a pathway for the influence of the Korean Wave to become integrated into the process of value education rather than remaining confined to the realm of entertainment consumption.

Global and local dimensions in the formation of responsibility need to be placed in a balanced relationship. Berry's acculturation theory explains that contact with foreign cultures can give rise to an integration pattern when individuals accept new values without abandoning their original cultural identity (Berry, 2005). Local values such as cooperation, politeness, and communal solidarity are essential to maintain amid global cultural flows (Setiadi, 2021). Media and digital literacy are therefore prerequisites to prevent adolescents from becoming passive consumers and to enable them instead to act as critical interpreters of the moral messages and lifestyles promoted by popular culture (Seo & Kim, 2020; Han & Lee, 2023). Strengthening such literacies

allows students to adopt discipline and work ethic from Korean culture while continuing to internalize local wisdom as a core source of identity. Well-informed understanding of the Korean Wave enables popular culture to serve a dual function, as a medium for social learning that fosters responsibility and as an object of critical reflection within character education in the era of globalization.

The study's findings show that the Korean Wave has two facets that must be managed prudently. Significant potential exists for its function as a medium of social learning that fosters responsibility, discipline, and social solidarity. Risks of consumptive behavior and escapism may arise when engagement remains inadequately regulated. The selective integration of global values with strong local values creates opportunities for schools to use popular cultural realities as a medium for character education that is relevant to adolescents' everyday lives. Character formation does not occur solely within the classroom but also extends into the cultural and digital media spaces that students encounter daily (Rahman & Aulia, 2023). The role of both education and family becomes crucial in directing the use of popular culture so that it functions as a positive instrument of character development.

The Influence of the Korean Wave on Students' Commitment to Preserving Local Wisdom

The results of the simple regression analysis indicate that the Korean Wave exerts a strong influence on students' commitment to preserving local wisdom. The regression equation obtained is $Y_2 = -5.118 + 0.724X$, with a significance level of 0.000, which is lower than 0.05, a correlation coefficient (R) of 0.909, and a coefficient of determination (R^2) of 0.826. These values indicate that 82.6% of the variance in students' commitment to local cultural preservation can be explained by exposure to the Korean Wave. The remaining 17.4% is influenced by other factors outside the regression model. This finding suggests that the intensity of students' engagement with Korean culture is strongly associated with their level of commitment to safeguarding local culture. There remains space for the influence of other unmeasured variables.

The interpretation of the regression results shows that the Korean Wave does not necessarily

function as a purely erosive force on local culture, and it can serve as a bridge for strengthening cultural identity when responded to selectively and reflectively. Students admiring Korean culture in many cases retain their attachment to regional culture by combining modern elements inspired by Korean culture with local symbols such as batik, traditional foods, regional languages, or school-based performing arts. This condition indicates that students do not entirely abandon their cultural roots but instead seek to construct a synthesis between global and local values in their daily lives. Such patterns of reception reflect a cultural orientation that is not merely imitative, but creative and adaptive.

Data from Senior High School 1 Garut show that an integration strategy is the most dominant pattern, as evidenced by students' ability to accept elements of Korean culture without relinquishing their deeply rooted Sundanese cultural identity. Students adopt aspects such as music, fashion styles, and discipline from Korean culture while preserving worldviews and local values learned since childhood. This integrative pattern demonstrates a high level of cultural adaptability among adolescents in the face of globalization, thereby ensuring that global and local cultures do not exist in a mutually exclusive relationship. These findings are consistent with acculturation theory, which posits four strategies individuals may adopt when encountering foreign cultures, including assimilation, separation, marginalization, and integration.

Commitment to local wisdom retains a strategic position as the foundation of students' identity and moral orientation. Such commitment is reflected in the willingness to learn traditional arts, use local languages, and participate in cultural activities at school and in the community. Local wisdom becomes vulnerable when foreign cultural forms receive considerably greater appreciation than local ones (Sartini, 2004). Declining student interest in traditional arts has been observed as increasing amounts of time are devoted to consuming Korean music and drama (Aprilianti, 2020). Fashion styles associated with Korean idols are more popular than regional traditional attire among students in West Java (Lestari, 2021). These observations indicate the necessity of systematic efforts to sustain commitment to

local wisdom while simultaneously managing external cultural influences in a balanced manner so that appreciation for local identity is not eroded.

The integration strategy identified in this study is a relatively healthy form of cultural adaptation. This strategy maintains a balance between accepting new cultural innovations and preserving local traditions (Ismail, Rahman, & Hidayat, 2025). The Korean Wave is not constructed as a direct threat to local culture but as a reflective medium that prompts adolescents to reconsider their cultural identity through processes of comparison and reinterpretation of values (Kustiawan, 2023). Students engaging with Korean culture as fans do not merely replicate lifestyles but also internalize values of work ethic, discipline, and professionalism demonstrated within the Korean entertainment industry, applying these values to study routines, artistic pursuits, and participation in local cultural communities. These values then become evident in their discipline in attending traditional arts practice, their dedication when performing regional cultural pieces, and their sense of pride in representing local identity in public settings.

Processes of cultural adaptation and blending can be further understood through the concept of glocalization. This concept explains that global culture is not accepted in a raw form but is selected and adjusted to local contexts, resulting in distinctive new cultural expressions (Ritzer, 2011). This phenomenon can be observed in their ability to combine global and local values in relatively harmonious ways. Contemporary youth can be described as a glocal generation, a generation that is open to global influences yet remains rooted in local culture (Kim & Yoon, 2023). Such orientation is evident in school-based artistic and social activities, as students merge elements of Korean popular music with traditional musical instruments or adapt traditional Sundanese attire by incorporating Korean fashion influences. Such hybrid expressions suggest that globalization does not inevitably lead to cultural homogenization, but it can enhance the vitality and attractiveness of local culture.

The Korean Wave has encouraged the formation of cultural hybridity in Southeast Asia, characterized by the blending of local and global elements in music, fashion, and

social interaction patterns. This hybridity is also reflected in the ways adolescents construct identity and build relationships with peers (Pangestu, Ariffin, & Putri, 2022). The potential emergence of passive assimilation when global culture is accepted without critical reflection, thereby risking a decline in appreciation for local culture (Lestari, 2021). Positioning of the education system within these conditions highlights its strategic role in guiding acculturation processes to remain balanced through character education and popular culture literacy (Jin et al., 2024). Schools can act as agents that foster critical awareness of global cultural influences by integrating popular cultural phenomena such as K-pop into pedagogical practices. Teachers can encourage students to analyze cultural values in Korean dramas and compare them with Sundanese cultural values, enabling students to become not only cultural consumers but also producers of meanings and values relevant to their social context.

Social media plays an important role in expanding the reach and forms of cultural expression among young people. Cultural mediation and social media theories suggest that digital platforms can serve as effective tools for strengthening local culture when packaged creatively and in contemporary formats (Yusoff & Aziz, 2024). Practices among students in Garut show that TikTok, Instagram, and YouTube are utilized to present local cultural expressions with global aesthetics, such as traditional dances performed to Korean popular music or vlogs in the Sundanese language inspired by Korean-style content creation. These forms of creativity demonstrate the reproduction of local culture in formats that align with the tastes of the digital generation while simultaneously broadening the audience and appreciation for local culture in online spaces.

The implications of these findings for education are substantial. Schools have the opportunity to develop contextual learning based on popular culture to foster responsibility, diligence, and pride in local culture. The Korean Wave phenomenon may serve as an entry point for creative and meaningful cross-cultural learning through hybrid cultural festivals, extracurricular activities that integrate traditional arts with modern elements, and collaborative projects that encourage students to design digitally based

content centered on local culture in formats appealing to their peers. Collaboration among schools, arts communities, and local governments plays an important role in strengthening cultural preservation activities, ensuring that such efforts are not overshadowed or disrupted by global cultural flows. The reinforcement of media literacy and popular culture literacy is also essential to enable students to exercise selectivity toward global content and to place local culture as the primary reference point of their identity.

The findings indicate that the influence of the Korean Wave on students' commitment to preserving local wisdom can be constructive when accompanied by appropriate cultural education and value guidance. Global popular culture functions not only as entertainment but also as a cross-cultural connector that can strengthen pride in local identity and enrich the cultural expressions of younger generations. The phenomenon observed in Garut reflects the emergence of a generation of adolescents capable of thinking globally while remaining rooted in their local culture. Students become not only fans of foreign culture but also creators of new cultural forms that combine global and local values in ways that are harmonious, reflective, and productive.

CONCLUSION

The Korean wave has a significant influence on students' attitudes toward responsibility, with a correlation coefficient of $R = 0.909$. The coefficient of determination $R^2 = 0.827$ indicates that 82.7% of the variation in students' attitudes toward responsibility can be explained by exposure to the Korean wave, while 17.3% is influenced by other factors. Increased intensity of student involvement in Korean culture tends to be followed by an increase in responsible attitudes reflected in academic discipline, compliance with school rules, and sincerity in carrying out academic and social tasks. The Korean wave functions as a form of informal social learning because moral and social values are internalized in students' daily lives. The Korean wave significantly influences students' commitment to preserving local wisdom, with a correlation coefficient value of $R = 0.909$. The R^2 coefficient of determination of 0.826 indicates that 82.6% of the variation in student

commitment to preserving local wisdom can be explained by exposure to the Korean wave, while 17.4% is influenced by other factors. The intensity of student involvement in Korean culture has a very strong correlation with the level of student commitment to preserving local culture. The influence of the Korean wave on commitment to preserving local wisdom is constructive when accompanied by cultural education and supervision.

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