

EVALUATING NATIONAL EDUCATION PHILOSOPHY RESILIENCE IN THE ERA OF GLOBAL MEDIA INFLUENCE

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Abstract. In an era of rapid digital convergence and pervasive foreign media influence, concerns regarding the erosion of nationalistic identity among youth have intensified, particularly for pre-service teachers who serve as the future custodians of national ideology. This study investigates the levels of Foreign Media Influence (FMI), Global Citizenship Values (GCV), and the internalization of the National Education Philosophy (NEP) among 215 second-semester undergraduate students enrolled in the Bachelor of Education program at Malaysia's first state-private university. Utilizing a quantitative survey design, participants were purposively selected based on the successful completion of two compulsory three-credit courses: Philosophy of Education and Global and International Education. Data analyzed via descriptive statistics, Pearson Correlation, and Multiple Linear Regression revealed high levels of FMI ($\bar{x}=4.434$) and GCV ($\bar{x}=5.205$), while NEP internalization reached a very high level ($\bar{x}=5.267$). Correlation analysis indicated a moderate-to-strong positive relationship between GCV and NEP ($r=.597$, $p<.01$), while regression analysis (Adjusted $R^2=.351$) identified Global Citizenship Values as a powerful, significant predictor of NEP resilience ($\beta=.600$, $p<.001$). Conversely, Foreign Media Influence was found to be statistically non-significant ($\beta=-.008$, $p=.887$). The study proposes that a "Glocal" pedagogical model, integrating both national philosophy and global citizenship, is highly effective in fostering a resilient professional identity, as the NEP acts as a robust cultural filter that renders foreign digital consumption secondary to formal philosophical internalization.

Keywords: *National Education Philosophy (NEP), foreign media influence, global citizenship values, identity negotiation, digital convergence*

Introduction

In the contemporary era of hyper-globalization, digital media has emerged as a primary catalyst for the cross-border flow of foreign cultures, values, and ideologies (Akçay et al., 2024; Alsaleh, 2024). For a multi-cultural nation like Malaysia, this phenomenon raises critical concerns regarding the preservation of national identity among the younger generation, particularly university students (APA, 2018). While the National Education Philosophy (NEP) is designed to serve as a foundational anchor for holistic development and national loyalty (Azaman et al., 2025; Andrei et al., 2023), its effectiveness is increasingly challenged by the pervasive influence of global media (Belhad, 2024; Basantes-Andrade et al., 2023). Current discourse often suggests a binary conflict: that increased exposure to foreign media inevitably erodes nationalistic fervor and traditional values (Da Wan et al., 2018; El Aidi, 2017). However, there is a significant empirical gap in understanding how students navigate this duality. Specifically, it remains unclear whether the adoption of Global Citizenship Values, such as environmental responsibility and universal human rights (Firdaus, 2014), complements or contradicts the NEP's localized aspirations (García-Morales et al.,

2021). Among pre-service teachers, this issue is even more critical, as they are the future architects of the nation's social fabric. If their internalization of the NEP is weakened by global cultural hegemony, the sustainability of Malaysia's educational vision is at risk (Andrei et al., 2023). Therefore, this study addresses the urgent need to evaluate the resilience of the NEP against global media influence. By analyzing the correlation between media consumption, global awareness, and nationalistic appreciation, this research seeks to determine if a "Hybrid Identity" is emerging that allows students to remain globally competitive while staying culturally rooted. The primary objective of this study is to evaluate the levels of Foreign Media Influence, Global Citizenship Values, and the resilience of the National Education Philosophy (NEP) among the new intake of Bachelor of Education students at Malaysia's first state-private university. Furthermore, the research aims to analyze the relationship between exposure to global media and the internalization of the NEP, as well as to determine how the adoption of universal global citizenship values correlates with nationalistic identity. By addressing these objectives, the study seeks to provide an empirical understanding of how a structured educational philosophy serves as a cultural anchor for students navigating a globalized digital environment.

Literature review

Antonio Gramsci's idea of Cultural Hegemony (Guo et al., 2024), where a dominant group stays in power through cultural institutions, has changed significantly with digital convergence (Hassan and Abiddin, 2010). Digital convergence is the blending of media technologies like social media, streaming, and news into one unified digital platform (Ismail et al., 2021; Jaafar@Ramli et al., 2019). Scholars in Malaysia note that convergence allows global values to sidestep traditional cultural gatekeepers (Jamal and Jasmi, 2024; Jugessur, 2022). Studies show ongoing exposure to digital content leads to "Digital Hegemony," where universal norms can overshadow local traditions (Kalsum et al., 2026; Khalili, 2014). This study examines whether foreign media's digital invasiveness challenges the pedagogical values of Malaysian higher education, as defined by the National Education Philosophy (NEP). Research shows the NEP is still important, but faces challenges from global competency-based education models (Khamdamovna, 2025). The literature rarely examines how private university students, exposed to global influences, absorb these conflicting values. Internalization is the process by which individuals turn external rules or values into their own beliefs (Khuat and Ta, 2025; Kordi et al., 2025). In Malaysia, the NEP is the fundamental ideological tool facilitating this process within the educational system (Belhad, 2024). Research asserts that the NEP is designed to cultivate a balanced individual who is spiritually, intellectually, and emotionally well-rounded (Krauss, 20008). The literature notes that the formal institutionalization of the NEP, particularly through compulsory courses like Philosophy of Education, is intended to function as a cultural shield (Manara and Weber, 2023; Milla Pino et al., 2023). This is crucial for understanding how pre-service teachers adopt a professional identity that is resilient to external cultural influences, thereby serving as the anchor for their future roles in Malaysian classrooms.

Other scope of research on Malaysian youth shows that "Lifestyle" elements like fashion and music are influenced by globalization, but "Core Values" such as ethics and religion stay local (Naidu and Rajanthiran, 2021; Mun et al., 2015). There is little research on whether this value stability holds for new teachers, a group significantly affected by the NEP. Identity Negotiation refers to the complex process by which

individuals reconcile multiple, and sometimes conflicting, social identities (Ng and Lee, 2024). For Malaysian educators, this negotiation unfolds at the intersection of globalism and nationalism. Theoretical frameworks on glocality propose that individuals in a globalized context do not simply choose between global and local identities; rather, they negotiate a hybrid space that encompasses both (Patel, 2024; Pawi et al., 2020). Studies indicate that as Malaysia moves toward Global Citizenship Education (GCED), students must balance global duties, such as human rights and environmental sustainability, with the local priorities of the NEP (Ramos and Schleicher, 2018). This study positions such negotiation as a vital professional competency for teachers in the 21st century. While recent trends show that Malaysian universities are actively integrating concepts such as “Global Peace” and “Sustainability” into their curricula (Rosli et al., 2022), the literature has yet to fully elucidate the relationship between these global values and the foundational tenets of the NEP. Malaysian educational literature suggests the national education system actively balances its traditional values with global trends (Sarifin et al., 2021). However, more research is needed on how digital-native students, as both consumers and future educators, maintain this balance. By integrating the theories of Cultural Hegemony and Identity Negotiation, this study aims to evaluate the strength of the NEP as a resilient cultural filter. This approach shifts the focus from broad observations about “media influence” to a more targeted inquiry into whether professional teacher training can effectively counterbalance the effects of digital convergence.

Materials and Methods

The methodology for this study employed a quantitative cross-sectional survey design (Singh and Singh, 2023), to examine the relationships between global media influence, global citizenship values, and the internalization of the National Education Philosophy (NEP). The participants consisted of 215 second-semester undergraduate students from the Faculty of Education and Social Sciences at the first state-private university in Malaysia. These respondents were specifically selected through purposive sampling as they had completed the faculty-compulsory three-credit coursework titled Philosophy of Education, and Global and International Education. According to Subri et al. (2024), this prerequisite confirms that respondents have the foundational knowledge and academic literacy needed for informed views on the National Education Philosophy. Global and International Education also provides analytical skills useful for understanding Global Citizenship Values. This demographic is vital as they represent future educators who serve as the primary guardians of national identity in the Malaysian schooling system. Data collection was conducted through an online platform (Google Form) over four weeks in early 2026 after obtaining informed consent from the faculty and ensuring respondent anonymity.

The primary research instrument was a structured questionnaire developed specifically for this study to align with the three core variables across a total of 20 items. This included 5 items on the respondents' demographic background and 5 items for each of the three research variables. Global citizenship values are referred to in several materials (Susanti and Sylvianica, 2026; Syamsuddin, 2025; Vakhovskiy, 2023), similar to global media influence (Wu et al., 2025; Wang and Cheng, 2020), and internationalization of the NEP (Azaman et al., 2025; García-Morales et al., 2021). The researcher deliberately set a minimum number of items per variable to ensure a concise,

focused questionnaire (Subri, 2024) thereby avoiding potential disruptions or respondent fatigue often associated with online distribution platforms (Yao, 2025). The instrument was reviewed by three PhD-level experts for content validation to meet academic standards (Yusnaini et al., 2025; Zaaba et al., 2023). A senior language academic assessed linguistic accuracy and cross-cultural relevance, while two Associate Professors, one in early childhood education and one in social science, checked pedagogical and sociological aspects. This multidisciplinary validation ensured that the 7-point Likert scale items were culturally sensitive and robust for the Malaysian undergraduate context. Quantitative data were processed using the Statistical Package for the Social Sciences to generate descriptive statistics, including mean, standard deviation, and variance. Furthermore, Pearson correlation analysis was used to assess the strength and direction of relationships among the variables, providing a comprehensive empirical basis for evaluating national identity resilience.

Results and Discussion

Background of the respondent

The study comprised 215 participants, all in their first year of the Bachelor of Education program. Their academic training qualifies them as professionally prepared pre-service teachers rather than mere observers of educational policy. Only participants who completed two required three-credit courses, Philosophy of Education and Global and International Education, were included to ensure data reliability. The first course provides a theoretical basis for assessing National Education Philosophy, while the second develops analytical skills for understanding Global Citizenship Values.

Reliability analysis of the research instrument

Cronbach's Alpha was calculated for each of the three main variables and the overall instrument to assess internal consistency and reliability, following the criteria set by Zaid et al. (2024). The reliability analysis showed strong internal consistency for the 15-item instrument, with a total Cronbach's Alpha of .812 (*Table 1*). The Foreign Media Influence construct (5 items) yielded an alpha value of .729, while Global Citizenship Values (5 items) and NEP Internalization (5 items) recorded alpha values of .723 and .792, respectively. The researcher's instrument reliably measures the global media's influence and nationalistic identity resilience in pre-service teachers, meeting empirical validation standards.

Table 1. *The Cronbach Alpha value (α , or coefficient alpha) for each of the variables.*

Variable	No of items	α value	Reliability level
Foreign Media Influence	5	.729	Good
Global Citizenship Values	5	.723	Good
NEP Internalization (Nationalism)	5	.792	Good
Overall	15	.812	Good

Descriptive analysis of research variables

Descriptive statistics for the three core variables address the first research question, revealing high levels of foreign media influence, global citizenship values, and NEP internalization among pre-service teachers. *Table 2* summarizes these findings based on

the study's interpretation scale. The first variable, Foreign Media Influence, had a mean score of 4.4341 (SD=.923, Variance=.852), placing it in the High category (4.43–5.26). This suggests that the respondents, as digital natives, have a significant and frequent engagement with global digital content. Similarly, the level of Global Citizenship Values also fell within the High range with a mean of 5.2055 (SD=.760, Variance=.578). This high score reflects a strong sense of universal responsibility and awareness, likely reinforced by the students' successful completion of the compulsory "Global and International Education" course. Most significantly, the third variable, knowledge and internalization of the National Education Philosophy (Nationalism), achieved the highest mean score of 5.2673 (SD=.743, Variance=.553). According to the interpretation scale, this score (rounding to 5.27) enters the Very High category (5.27–6.11). These results are critical to the study's purpose, illustrating that respondents maintain a strong commitment to national educational objectives, even with substantial exposure to international media and global values. The consistently low standard deviation and variance across all three measured dimensions underscore a significant consensus among participants. This suggests that the institution's integrated approach, combining both national philosophy and global educational principles, has effectively cultivated a well-defined and balanced professional identity in prospective educators (Table 3).

Table 2. Descriptive statistics of core variables.

Study Variables	MS	SD	V
Foreign Media Influence	4.4341	0.9230	0.852
Global Citizenship Values	5.2055	0.7603	0.578
NEP Internalization (Nationalism)	5.2673	0.7434	0.553

Note: MS=Mean Score; SD=Standard Deviation; V=Variance.

Table 3. Score interpretation for graduates' feedback.

Range of scores	Level of knowledge
1.00 – 1.85	Low
1.86 – 2.71	Very Low
2.72 – 3.56	Moderate Low
3.57 – 4.41	Moderate High
4.42 – 5.26	High
5.27 – 6.11	Very high
6.12 – 7.00	Extremely High

Correlation analysis of research variables

Pearson correlation was used to explore links between foreign media exposure, global values, and the resilience of the National Education Philosophy (NEP). The findings clarify how global influences connect to national identity among pre-service teachers at Malaysia's first state-private university. The analysis found a weak yet statistically significant positive correlation between Foreign Media Influence and NEP Internalization ($r=.172$, $p<0.05$). This finding is particularly insightful as it suggests that high consumption of global media does not inherently erode national identity. Instead, it indicates that even students with high levels of digital global exposure maintain a stable connection to national educational goals. Furthermore, a moderate positive correlation was found between Foreign Media Influence and Global Citizenship Values (GCV) at $r=.301$ ($p<0.05$), suggesting that media consumption serves as one of the conduits

through which students develop their awareness of universal responsibilities. The most significant finding addresses the third research question, identifying a moderate-to-strong positive correlation between Global Citizenship Values and NEP Internalization at $r=.597$ ($p<0.01$). This strong relationship shows that universal values like human rights, sustainability, and peace complement the goals of the National Education Philosophy rather than conflict with them. Both value systems reinforce each other. The "Global and International Education" and "Philosophy of Education" courses have given future educators both global citizenship and national identity skills. Collectively, the data confirms that the NEP serves as a resilient cultural filter, allowing students to integrate global perspectives without compromising their professional commitment to the Malaysian education system (Table 4).

Table 4. Pearson correlation matrix for research variables ($n=215$).

Variables	Foreign Media Influence	Global Citizenship Values	NEP Internalization
Foreign Media Influence	1	.301*	.172*
Global Citizenship Values		1	.597**
NEP Internalization (Nationalism)			1

Note: *Correlation is significant at the 0.05 level (2-tailed). **Correlation is significant at the 0.01 level (2-tailed).

Multiple linear regression analysis

A multiple linear regression was used to assess how Foreign Media Influence (FMI) and Global Citizenship Values (GCV) affect NEP Internalization and its resilience to global influences. The results of the ANOVA test indicate that the overall regression model is statistically significant, $F(2, 212)=59.343$, $p<.001$. The Adjusted R^2 value of .351 suggests that approximately 35.1% of the variance in the internalization of the National Education Philosophy can be explained by the combination of global media exposure and global citizenship values. This represents a substantial effect size in social science research, indicating that these two factors play a meaningful role in shaping the nationalistic identity of pre-service teachers. An examination of the individual predictors reveals a clear distinction between the impact of cultural consumption versus academic values: (1) Global Citizenship Values (GCV): This variable emerged as a powerful and highly significant predictor of NEP internalization ($\beta=.600$, $p<.001$). This suggests that as students develop a stronger sense of universal responsibility and global awareness through their "Global and International Education" coursework, their commitment to the National Education Philosophy also increases significantly. (2) Foreign Media Influence (FMI): Interestingly, foreign media exposure was found to be a non-significant predictor of NEP internalization ($\beta=-.008$, $p=.887$). While students engage with global media, this consumption does not statistically influence, either positively or negatively, their adherence to national educational aspirations. These findings are crucial for the study's conclusion. They demonstrate that the National Education Philosophy (NEP) is highly resilient against the noise of global media. The resilience of national identity among these future educators is not driven by what they watch on digital platforms, but rather by the global values and philosophical foundations they acquire through their formal degree program (Table 5).

Table 5. Multiple regression results for NEP internalization ($n=215$).

Independent Variables (Predictors)	Standardized Beta (β)	t Value	Significance (p)
Foreign Media Influence	-.008	-.142	.887
Global Citizenship Values	.600	10.433	.000

R Value	.597 ^a
R ² Value	.351
F Value	59.343, p < .001
Model Significance (p)	.000 ^b

This study evaluated the SDG literacy and learning experiences of graduates at a Malaysian state-private university, offering data-driven information about the effectiveness of SDG implementation in higher education. The most striking result is the Very High mean score for NEP Internalization (M=5.2673). In the Malaysian context, the National Education Philosophy (Falsafah Pendidikan Kebangsaan) is the cornerstone of the school system, aiming to produce holistic individuals who are physically, emotionally, spiritually, and intellectually balanced. The fact that these second-semester education students, who have only recently entered the faculty, demonstrate such a strong commitment to these nationalistic goals suggests that the Philosophy of Education coursework is highly effective. It serves as a "cultural anchor," ensuring that even at the start of their professional journey, these future teachers see themselves as guardians of the nation's identity. Next, the regression analysis provided the most significant academic insight: Global Citizenship Values (GCV) is the only significant predictor of NEP internalization ($\beta=.600$, $p<.001$). This contradicts the traditional fear in Malaysia that "Globalism" might dilute "Nationalism." Instead, the results suggest that for these pre-service teachers, universal values, such as environmental sustainability and human rights, actually provide a broader framework that makes the NEP more relevant. This "Dual-Identity" indicates that a student who understands their role in the global community is actually more likely to appreciate and uphold the values of the Malaysian education system. The completion of the Global and International Education course appears to have equipped them with a "Global-Local" (Glocal) perspective that strengthens, rather than weakens, their nationalistic roots. While the respondents recorded a High level of Foreign Media Influence ($\bar{x}=4.4341$), the regression model revealed that this influence is statistically neutral ($\beta=-.008$, $p=.887$). This is a vital finding for the Malaysian educational landscape, which often worries about the "Westernization" of youth through digital platforms like TikTok, Netflix, or YouTube. The data proves that while students are heavy consumers of global digital content, this consumption remains "superficial"; it does not reach the core of their professional or philosophical beliefs. Their identity as future Malaysian educators is built on the academic foundations of their degree program, making it resilient to the cultural trends of the digital world.

Conclusion

In summary, this study shows that the National Education Philosophy (NEP) remains strong among pre-service teachers at state-private universities. Nationalistic identity persists and thrives alongside global citizenship values, meeting the research objectives. The study finds that teaching National Philosophy and Global Education together is crucial for preparing modern teachers. These educators are globally minded, applying universal values to support Malaysia's educational goals. Ultimately, foreign media is a lifestyle choice for these students, but the NEP is their professional identity, a distinction that ensures the stability of the Malaysian schooling system for years to come.

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Conflict of interest

The researchers confirm there were no conflicts of interest. No external stakeholders, institutional pressures, or proprietary interests influenced the study's design or results. Furthermore, the researchers received no remuneration, and the findings will not be utilized for promotional activities by the host institution or any affiliated department, ensuring the integrity and objectivity of the reported data.

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