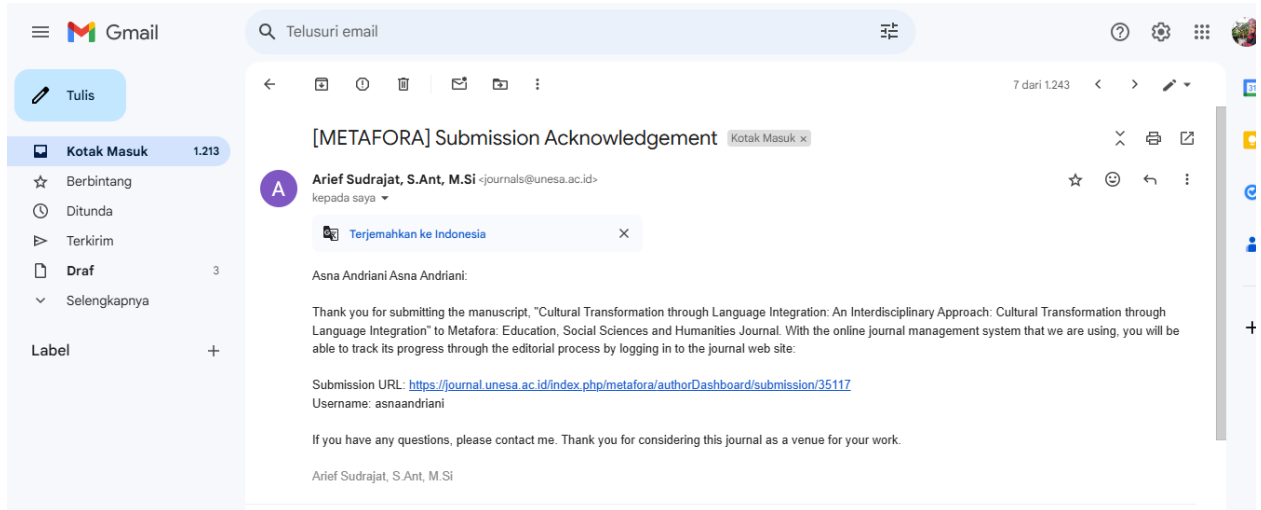


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1. Bukti Konfirmasi Submit Artikel dan Artikel yang Disubmit



Cultural Transformation through Language Integration: An Interdisciplinary Approach

Asna Andriani

UIN Sayyid Ali Rahmatullah Tulungagung
asnaandriani.iain@gmail.com

Abstract

Language is a key factor in the process of cultural change, especially in the context of a multicultural and globalised society. This article presents an in-depth analysis of how language integration affects cultural dynamics in society. It adopts an interdisciplinary approach combining linguistic, anthropological and sociological perspectives, focusing on several important aspects, including the notion of language integration, the relationship between language and culture, and the role of language as a tool of cultural integration. In addition, the article also explores the impact of language integration in a multicultural context, as well as the contribution of education and social media in the process. Thus, the article provides a comprehensive overview of the role of language in cultural transformation, demonstrating that language serves not only as a means of communication, but also as a significant agent of transformation in the formation, maintenance and change of cultural identity.

Keywords: *cultural transformation, language integration*

INTRODUCTION

Language is not only a means of communication, but also a reflection of a society's cultural and social identity. In cultural integration, language plays an important role in conveying and maintaining cultural values that are passed on between generations. Language reflects the way of life, traditions and social structure of a community. In cultural exchange, language is a means of exchanging ideas, norms and cultural practices, and in the era of globalisation, language is a meeting point between local and global identities that interact and compete with each other.

Cultural integration through language does not only occur in relationships between individual language users, but also through social institutions such as education, media, and government policies. These tools help spread the language and support its use on a global scale. For example, education plays an important role in promoting national languages and adapting foreign languages. Meanwhile, media, both conventional and digital, become important platforms where languages and cultures are displayed, processed and adapted by different groups of people. In this case, language functions not only as a means of communication, but also as a social and political instrument that reinforces or transforms cultural identity.

To understand the role of language in cultural transformation and social identity, an approach that combines linguistics, anthropology and sociology is essential. Linguistic approaches help analyse the structure and meaning of language in various cultural contexts. Anthropology provides a view of the use of language in everyday life to shape cultural identity, while sociology looks at how social, political and economic factors influence the spread and acceptance of language in society. This interdisciplinary approach allows for a more thorough understanding of the role of language in cultural transformation in an era of globalisation, where language becomes a dynamic arena for the negotiation of identity, power and social change.

Definition of Language Integration

According to Weinrich (Chaer and Agustin, 1995: 159), language contact refers to the use of two languages interchangeably by identical speakers. The basic elements of one language are transmitted or transferred to the other language, including all domains in linguistics, be it phonology, morphology, syntax, and others. Indonesian society is a bilingual society. This mastery of two or more languages leads to integration. Fatmalasri thinks that the integration process in language is not short. In the integration process, the receiving language uses foreign language words used as "*loan words/borrowing language*", which is a word or term to represent the appropriate meaning based on the speaker's wishes.

According to Samsuri (Samsuri, 1982: 50) language borrowing is the transfer of a language form originating from another language into the recipient language. Harimurti Kridalaksana (Kridalaksana: 178) in his Linguistic Dictionary defines language *borrowing* (*borrowing* or *loan*) as the inclusion of phonological, grammatical, or lexical elements in a language or dialect from another language or dialect due to contact or imitation, the result of the process is called a loan. According to him, borrowing consists of: dialectal *borrowing*, *grammatical* borrowing, and *lexical borrowing*.

According to Haugen (Haugen, 1975: 81-85) an absorption word is an attempted reproduction in a language of patterns previously found in another language. The borrowing is the taking of linguistic characteristics that another language uses against a language. The formation of the word according to him includes two processes, namely: *First*, the process of *importation*, and *second*, the process of *substitution*. When the "loan language" is accepted and used by the community, then the "loan language" can be classified as a language of integration. The factors that influence the occurrence of integration include (Solihah 2018: 375):

- a. Language system/linguistic characteristics. The more similar one language is to another, the faster it will integrate.
- b. Urgency of absorption of language elements. The more important the language element is in the use of the recipient language, the more often it is used so that it integrates faster.
- c. Language attitudes of speakers of the receiving language. Where there is loyalty pride and awareness of language norms, if this language attitude decreases, the more likely integration will occur.

While the forms of language integration include:

- a. Audial Integration: a form of integration that occurs through listener perception. The language user first hears the language from the original speaker, then tries to pronounce it according to what he has heard.
- b. Visual Integration: a form of integration derived from writing in the original language which is then adapted according to the rules of the receiving language.
- c. Direct Translation Integration: integration by finding the equivalent word in the receiving language.
- d. Concept Translation Integration: This integration is done by examining the foreign vocabulary concept and then finding a similar concept in the receiving language.

Thus, language integration is a linguistic phenomenon that absolutely occurs in bilingual societies which is beneficial for the recipient language because it will enrich the language including increasing vocabulary and word meanings, moreover enriching insights into other cultures.

The Relationship Between Language and Culture

The relationship between language and culture is a symbiotic relationship of mutualism. Language is not only a tool for expressing culture, but also shapes and is shaped by culture as stated by Edward Sapir (Sapir, 1921: 38) "language is not only a method for conveying ideas but also a symbolic system that reflects the worldview of the community group of speakers. Furthermore, Benjamin Lee Whorf (Whorf, 1956: 62) continues this idea through the Sapir-Whorf hypothesis, which states that the structure of language affects the way of thinking and viewing the world. Basically, language is not neutral but a mediator between the human mind and social reality. Therefore, language change through integration can bring about major changes in the culture and identity of a group of people.

According to Fishman (Fishman, 1991:67) in the context of globalisation language is often a means of exchanging cultural identities. While some languages gain dominant status (such as English), many local languages struggle to survive. Linguistic diversity is often considered a reflection of cultural richness and the loss of a language is considered a loss of an important aspect of a society's cultural heritage.

In addition, language is also a product of culture or civilisation, so it can be said that the higher the civilisation of a nation, the more developed its language and vice versa. The language spoken or used by a group of people is a reflection or reflection of the overall culture of the community. This is due to the nature of language itself which tends to be dynamic and always adjusts to the times and human thought.

With the development of culture, new concepts emerge, which of course must be accompanied by a container (Soejito, 1992: 3), namely language. Therefore, language is always changing. Language changes can occur at all levels, including phonology, morphology, syntax, semantics. The most frequent language change is a change from the morphological aspect. Morphological language change can be seen in several aspects, namely: (1) removal, (2) addition, (3) expansion, (4) narrowing, and, (5) exchange. In connection with the expansion of language, Soedjito suggests that the source of language expansion can be in the form of (1) activation of old words, (2) formation of new words with affixation and fusion, (3) creation of new words, (4) borrowing foreign vocabulary.

Language as an Integration Tool

Basically, language always develops as befits a living being. This is because language always adapts to life and human needs to express ideas, thoughts, and feelings. Language is always dynamic following the times. This statement is in line with Chaer's opinion (Chaer: 53) which says that there is a relationship between language and humans. Human activities are always changing so that language also changes. Related to this opinion, Samsuri (Samsuri: 64) said that language undergoes changes that may be fast and may be slow as languages that have been solid in fulfilling their communicative functions. Thus language can be seen as a process.

The same opinion regarding the dynamics of language was also expressed by Ahmad Amin who stated that language is essentially dynamic, in the sense that it always undergoes continuous change in accordance with the dynamics of humans as cultured creatures, and as

creators or owners of language. Language is not ready-made and created just like that. However, language is created by humans according to their needs. When humans see or find something new, then humans will create a word (language) for it. Conversely, when something is lost, then the word (language) is lost or no longer used, so that language experiences a continuous rise and fall.

Besides functioning as a dynamic social communication tool, language is also a product of culture or civilisation. There are various theories regarding the relationship between language and culture. Broadly speaking, these theories can be grouped into two categories, namely: *First*, there is a subordinate relationship, that is, language is part of culture. According to Koentjaraningrat, language is strongly influenced by culture, so that everything in culture will be reflected in language. *Second*, there are those who state a coordinative relationship, namely between language and culture there is an equal relationship and the same high position. Masinambouw said that language and culture are two systems inherent in humans. Culture is a system that regulates human interaction in society, so language is a system that functions as a means of carrying out that interaction.

Language and culture have a very close relationship. The process of assimilation or acculturation through language can change an individual's perception of their native culture and encourage the creation of a new, unique culture. In the context of globalisation, language interference can affect efforts to preserve indigenous languages and cultures.

So it can be concluded that language acts as the main bridge in uniting cultural diversity in a society. As the most basic communication tool, language allows individuals from different backgrounds to interact with each other, share values, and build mutual understanding. Through language, cultural differences can be bridged, thus creating a sense of social unity. Language also serves as a container of collective identity, where values, norms and cultural history are passed down from generation to generation. Thus, language is not only a means of communication, but also a strong social glue in maintaining cultural diversity while promoting national integration.

An Interdisciplinary Approach to Language Integration

An interdisciplinary approach is a research method that involves more than one discipline to understand a phenomenon or problem more comprehensively. In the context of research, an interdisciplinary approach means combining principles and methods from various disciplines, such as sociology, anthropology, linguistics, and others, to get a more complete and accurate picture of the object of research. To understand how language integration plays a role in cultural transformation, an interdisciplinary approach is needed that includes the perspectives of Linguistics, Anthropology, and Sociology. Each of these disciplines is expected to contribute in explaining this phenomenon.

An interdisciplinary approach in language integration allows us to understand the role of language in cultural transformation through a combination of various disciplinary perspectives. Language not only serves as a means of communication, but also as a mirror of culture, social identity, and social change in society (Fishman, 1972: 15). By involving various disciplines such as linguistics, anthropology, and sociology, we can explore how language and cultural transformation are intertwined.

1. Linguistics

Linguistics as a discipline that studies language provides insight into the structure of language, language change, and its use in society. In the context of language integration and cultural transformation, linguistics contributes to:

- a. **Language Change.** Historical linguistics and sociolinguistics play a role in understanding how languages change over time and how social factors influence these changes. For example, intercultural contact often results in vocabulary borrowing or structural changes in language (Thomason, 2001: 66).
- b. **Language use in society.** From a pragmatic perspective we can see how social and cultural contexts influence language use including how differences between social groups reflect prevailing cultural values (Levinson, 1983: 54).
- c. **Historical linguistics,** for example, can explain how new words are introduced into a language through cultural contact (Crystal, 2010:140).

2. Anthropology

Anthropology, which is the study of humans and culture, views language as an integral part of culture. The anthropological perspective in an interdisciplinary approach helps us understand the role of language in culture:

- a. **Language and cultural identity.** Language often acts as a symbol of cultural and ethnic identity. Certain groups of people use language to assert their identity in the midst of social change or contact with other cultures (Duranti, 1997: 44). In cultural transformation, language can be a tool of resistance or assimilation.
- b. **Cultural rituals and narratives.** Anthropology also observes the use of language in rituals and cultural narratives that transmit cultural values between generations (Geertz, 1973: 210). Through language, people maintain or change their cultural beliefs and practices.
- c. **Social change and language:** Anthropologists examine how migration and globalisation affect language use. In this context, language functions as a mirror of social change and also an agent of change in the process of cultural transformation (Hymes, 1974: 67).

3. Sociology

Sociology sees language as part of the social structure that reflects and shapes relationships between individuals in society. The sociology of language or sociolinguistics studies how language is used to maintain or change social structures. The contributions of sociology in an interdisciplinary approach include:

- a. **Multilingualism and diglossia.** Multilingualism, where individuals or communities use more than one language, is often the focus of language integration studies. This phenomenon helps us understand how different languages are used interchangeably in different social contexts, as well as how the social status of each language reflects the existing social structure (Ferguson, 1959: 328).
- b. **Social class and language.** Language can create or reinforce social boundaries. Some dialects or languages may be associated with elite groups, while other languages or dialects are associated with marginalised groups (Bernstein, 1971: 45). This shows how language and social power are intertwined and interconnected.

- c. Social stratification and language. In multilingual societies, the social status of language reflects the existing social hierarchy. Dominant languages are often associated with political and economic power, while minority languages are often symbols of resistance or backwardness (Bourdieu, 1991: 23).
- d. Language Policy. Language policies implemented by governments or other social institutions can reflect social values and play an important role in determining how language is used in everyday life. These policies can encourage language integration or trigger social conflict depending on how they are implemented (Spolsky, 2004: 58).

The Impact of Language Integration in Multicultural Contexts

In multicultural societies, language integration plays an important role in enriching social and cultural dynamics. Language often serves as a tool to facilitate cross-cultural communication, strengthen social relations and create harmony among groups with different backgrounds. In Indonesia, for example, Indonesian as a *lingua franca* allows tribes who speak different regional languages to communicate fluently, which in turn strengthens national identity (Sneddon, 2003: 22). In addition, the phenomenon of multilingualism provides opportunities for cultural exchange through vocabulary borrowing and the expansion of word meanings. With the growing intercultural interaction, languages not only absorb new words but also form broader meanings, enriching the linguistic resources of those societies.

However, language integration can also create tensions when the dominant language is imposed as the official language, while minority languages are ignored. Robert Phillipson calls this phenomenon "linguistic imperialism," where the dominant language is used as a tool to maintain political and economic power, especially in countries with colonial histories (Phillipson, 1992: 34). When minority languages are not recognised or valued, groups who speak those languages often feel marginalised, which in turn can reinforce social inequalities. For example, in some African countries, colonial languages such as English and French continue to dominate in education and government administration, while local languages lose status and influence (Phillipson, 1992: 45).

In addition, national language policies often place pressure on minority languages to assimilate, which can trigger a cultural identity crisis. On the one hand, some minority groups may choose to resist the dominance of the majority language as a form of resistance to cultural assimilation. On the other hand, some may choose to assimilate in order to gain greater access to education, employment and economic opportunities (Fishman, 1989: 12). Thus, language integration in multicultural societies is a complex and dynamic phenomenon, where language not only functions as a means of communication, but also as an instrument of power and an agent of social change.

The Impact of Language Integration in Education

Language integration in education plays an important role in shaping students' cultural and social identities, as well as facilitating cultural transformation within society. Education is a sector where language and cultural differences often meet, so the approach taken by the education system is crucial in determining how language and culture are managed. In many countries, bilingual or multilingual education policies are implemented to accommodate language diversity among students. One example is Canada, where English and French are recognised as official languages and both are used equally in the education system. This allows students from different

language backgrounds to have equal access to education and participate fully in the social and political life of the country (Bourhis, 2001: 123).

Language integration in education in Indonesia shows complex and diverse dynamics. In educational contexts, Indonesian serves as the main language of instruction, but many regions also have local languages that are used in learning contexts. For example, in Bali Province, the use of Balinese in education has been proposed to help preserve the local culture and language while still teaching Indonesian as the national language. A bilingual programme involving the teaching of both Balinese and Indonesian aims to accommodate language diversity among students, as well as strengthen their local cultural identity (Giri, 2016: 45).

In addition, multilingual education is also seen in the education curriculum in areas with high ethnic diversity, such as in Papua. In some schools, students are taught using their local languages, such as Dani or Biak, alongside Indonesian. This not only facilitates better understanding of the subject matter but also helps students maintain attachment to their culture and identity. These educational programmes serve to increase students' confidence in using their local languages, while preparing them to participate in the wider society (Mufid, 2019: 89).

However, challenges remain, especially when local languages are considered less important than Indonesian, which is often seen as a more prestigious language. In some areas, there is pressure to use Indonesian exclusively in education, which can result in the marginalisation of local languages and cultural identities. Therefore, it is important for governments and educational institutions to create policies that support more inclusive language integration, where local languages are valued and taught alongside the national language. This will ensure that students not only acquire academic knowledge, but also connect with their culture and identity (Sanjaya, 2021: 112).

The Impact of Language Integration in Social Media

In the digital age, social media acts as one of the main platforms for language integration, where different languages and cultures can interact in a more direct and extensive way. With the rise of platforms such as Twitter, Instagram and Facebook, users from different language backgrounds can connect with each other and share content in varied formats. This phenomenon creates a space for language hybridity, where users often combine multiple languages in a single post. This not only reflects users' multilingual experiences, but also demonstrates the complex social and cultural dynamics of modern society (Holmes, 2013: 130). For example, in Indonesia, many social media users use a mixture of Indonesian and their local language, such as Javanese or Sundanese, in their daily interactions. This creates a new and reflective form of communication of the cultural diversity in society.

In addition to creating spaces of hybridity, social media also gives greater visibility to minority languages. In many cases, these languages have previously received less attention in formal contexts such as education or mass media. Through social media, individuals who speak minority languages can share their experiences, stories and cultural content, thus creating greater awareness and recognition of their languages and cultures. For example, in the context of local languages in Indonesia, some communities have successfully promoted the use of local languages through social media campaigns that educate the public on the importance of preserving their languages. This helps to reduce the negative stigma towards languages that are considered unfashionable and increases pride in local cultural identity (Alia, 2020: 88).

However, while social media provides a platform for greater visibility for minority languages, challenges remain. Informal language use and lack of regulation on social media can

lead to the blurring or loss of the original meaning of the language. In addition, the trend to use dominant languages, such as English, in a global context may encourage users to neglect their local languages. Therefore, it is important for users, platform developers and policymakers to pay attention to how languages are used in digital contexts and look for ways to support linguistic diversity. This includes promoting policies that favour the use of local languages on social media as well as providing education on the importance of preserving endangered languages and cultures (Jenkins, 2018: 42).

CONCLUSIONS

The conclusion that can be drawn from the discussion on language integration and cultural transformation in various contexts, including education and social media, is that language acts as an important instrument in shaping cultural identity and social relations in multicultural societies. An interdisciplinary approach involving linguistics, anthropology and sociology enables a more comprehensive understanding of how language interacts with social and cultural factors in the context of transformation. In education, language integration through bilingual or multilingual policies has proven effective in preserving local languages and cultures, while providing equal access to education for all students, regardless of their language background.

In the digital age, social media is emerging as a significant platform for language integration, where users can create language hybridity by incorporating different languages in everyday communication. This not only increases the visibility of minority languages but also allows for the creation of spaces to share and celebrate cultural diversity. Although social media offers new opportunities to maintain and promote local languages, challenges such as the use of dominant languages and the blurring of original meanings remain. Therefore, it is important to continue supporting policies that promote linguistic diversity and raise awareness of the importance of preserving endangered languages and cultures.

Overall, the integration of language in various aspects of life, from education to social media, reflects complex social dynamics and is an important step in maintaining cultural identity in the context of globalisation. Through a deep understanding of the role of language, we can appreciate and celebrate the cultural diversity that exists in society, and create a more inclusive and harmonious society.

Suggestions

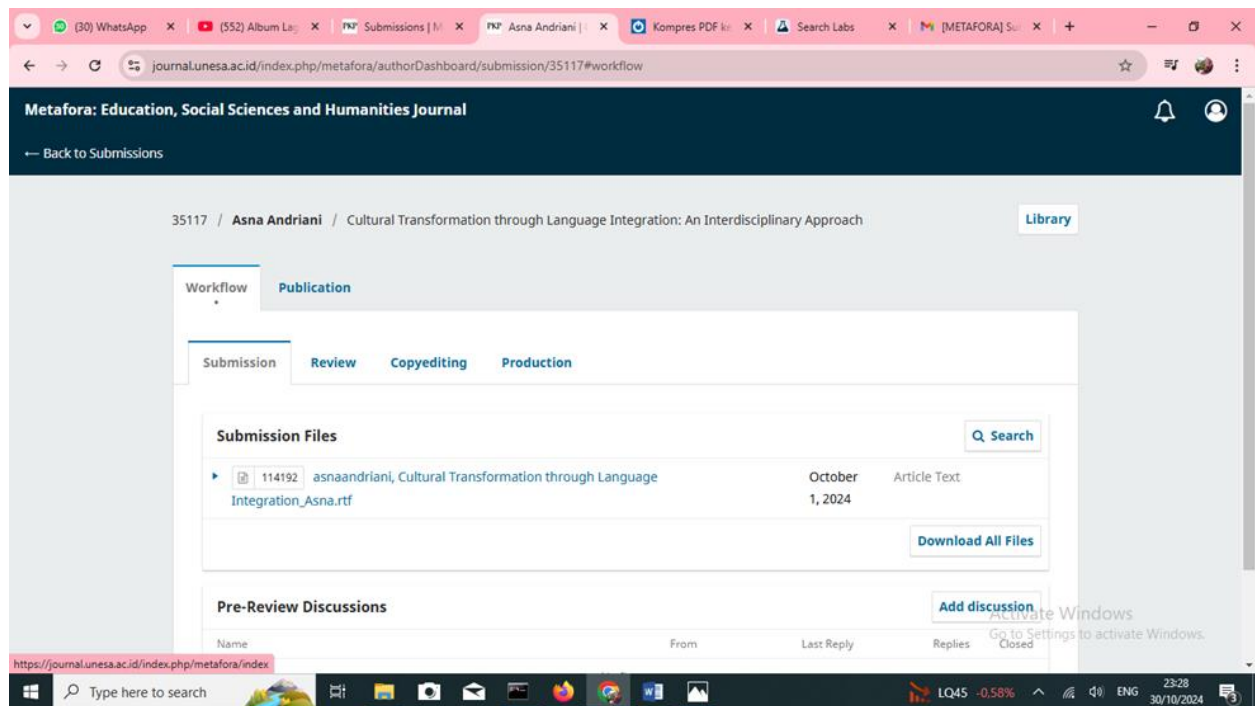
Future researchers are advised to use a mixed approach that combines quantitative and qualitative methods, in order to gain a holistic picture of language integration and cultural transformation. Conducting case studies in different regions with diverse cultural backgrounds will help understand differences in educational policies and language use on social media. In addition, content analysis on social media platforms can reveal the dynamics of language hybridity as well as the influence of the dominant language. Research should also evaluate the effectiveness of existing language policies and how digital technologies and initiatives can play a role in local language preservation. By involving community participation in the research process, researchers can make a more meaningful contribution to supporting linguistic and cultural diversity in an increasingly complex society.

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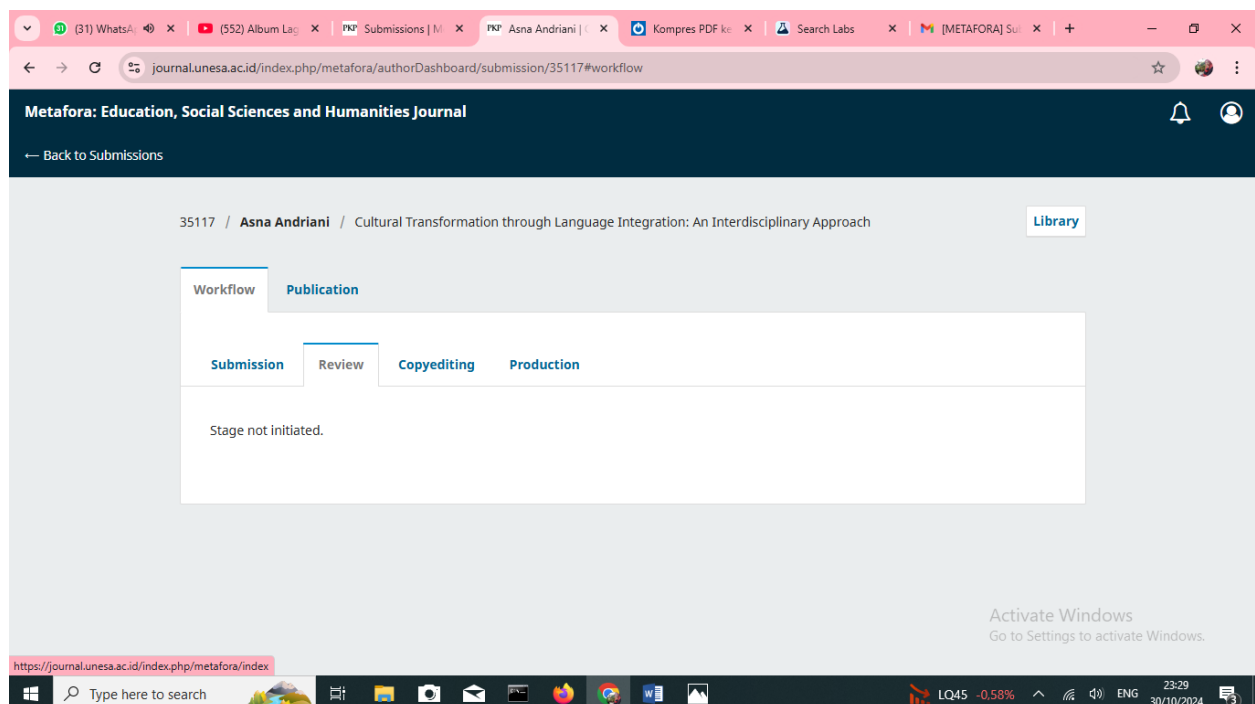
2. Bukti Konfirmasi Submit dan Hasil Review



The screenshot shows the author dashboard for the journal 'Metafora: Education, Social Sciences and Humanities Journal'. The page is titled '35117 / Asna Andriani / Cultural Transformation through Language Integration: An Interdisciplinary Approach'. The workflow is currently in the 'Review' stage. The 'Submission Files' section shows a file named '114192 asnaandriani, Cultural Transformation through Language Integration_Asna.rtf' submitted on October 1, 2024. The 'Pre-Review Discussions' section is empty. The page includes a search bar, a 'Download All Files' button, and an 'Add discussion' button.

Name	From	Last Reply	Replies
			Closed

3. Bukti Konfirmasi Review, dan Respon Reviewer



The screenshot shows the same author dashboard as above, but the 'Pre-Review Discussions' section is now empty, indicating that the review stage has not yet been initiated. The 'Add discussion' button is still present.

Stage not initiated.

4. Bukti Konfirmasi Keputusan Editor Siap Terbit

