

Utilization of Videos Based on Local Wisdom of Surakarta as Learning Media for BIPA Students

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Abstract: The Indonesian language learning program for foreign speakers (BIPA) is currently the government's focus in its efforts to internationalize Indonesian as the language of international communication. BIPA students will learn four language skills: listening, speaking, reading, and writing. The selection of attractive learning media will ease them in learning Indonesian. This study aimed to engage local wisdom as a medium of learning for BIPA students in Surakarta. In this context, Surakarta's local wisdom included tourist attractions, historical places, cuisine, and the local community's culture. This research employed a qualitative design involving a case study approach. The data were obtained from document analysis, observation, and interviews with BIPA students in Surakarta. The data validity was achieved by administering the triangulation of technique and source. The findings indicated that videos, as learning media containing Surakarta local wisdom, could increase BIPA students' enthusiasm to learn Indonesian and local culture. Aside from being a part of Indonesian language learning, local wisdom could also be a medium to promote Surakarta tourism to foreign tourists. BIPA students acquired vocabulary commonly used by the local community. In addition, they also comprehended the culture of the Surakarta people; *hastalaku* (eight Javanese behaviors). It helped them adapt to the social life of the community.

Keywords: Utilization of Local Wisdom, Teaching Materials, BIPA, Surakarta

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Introduction

Indonesian is the world's tenth most widely spoken language after English, Mandarin, Hindi, Spanish, French, Arabic, Bangali, Russian, and Portugese (Ethnologue, 2020). The Indonesian language learning program for foreign speakers (*BIPA*) is currently the government's focus on internationalizing Indonesian as the language of international communication (Tiawati, 2022). *BIPA* learning is currently experiencing very rapid development. In the 2019 academic year, the Darmasiswa Program accepted 638 international students from 90 countries (Kemendikbud, 2018), implying that the Indonesian language is in great demand. It is also reflected in the *BIPA* program at several Indonesian universities, one of which is in Surakarta. Three universities carry out the *BIPA* program in Surakarta City: Sebelas Maret University, Raden Mas Said University, and Muhammadiyah University of Surakarta (Saddhono & Erwinsyah, 2018). In learning *BIPA*, it is necessary to consider the planning, process, and evaluation. In addition, it is essential to pay attention to the teaching materials, media, and methods. In this regard, the use of appropriate and attractive materials can affect the success of foreign speakers in achieving goals in learning Indonesian, which is consistent with the previous studies (Mardasari et al., 2022).

Foreign speakers' interest in learning Indonesian is currently not accompanied by the media following their needs (Jessica, 2022). It can be seen from the scarcity of *BIPA* learning media in the form of textbooks and non-textbooks containing local wisdom. Therefore, it is required to have standardized media in response to foreign speakers' interests (Bulan, 2019). A limited amount of *BIPA* learning media presents sociocultural aspects of Indonesian society (Sari & Ansari, 2021), as there are just 56%, 24 out of 43, textbooks containing materials regarding sociocultural elements. Likewise, Subektiningsih analyzed a *BIPA* textbook entitled "*Lentera Indonesia*" and concluded that the exercises poorly improved foreign speakers' communication skills because the integration of speaking and listening proficiency was limited to comprehension tasks (Yunus & Anwari, 2021). The need to learn Indonesian for foreign speakers is progressing rapidly, but no standardized curriculum and learning media have been available. In addition, the existing *BIPA* learning media is significantly disconnected from the introduction of culture (Rahmawati, 2019). Moreover, students who visit tourist attractions or other historical places are likely to encounter obstacles as they do not understand the tour guides because of their lack of vocabulary and cultural knowledge (Maulana, 2021).

The present study's novelty was associated with integrating the local wisdom of Surakarta in a video-based *BIPA* learning media involving a scientific-thematic approach. Previous related research was conducted by Jannah (2021) on learning Indonesian for foreign speakers (*BIPA*) based on local wisdom teaching materials. A similar investigation was carried out by Alfayanti et al. (2017) regarding the use of audiovisual media containing Indonesian national culture in studying literary works for *BIPA* students. The aspect that distinguished this research was the utilization of more specific local wisdom, namely the culture of Surakarta. Researchers also developed videos containing local wisdom in three categories: tourism, cuisine, and local culture. It was accomplished because *BIPA* students studied the Indonesian language in Surakarta City.

This study intended to develop video-based learning media containing local wisdom for foreign students. It was considered critical to improving the competitiveness of the Indonesian nation in the international world. The BIPA program is a form of Indonesia's soft diplomacy. Hence, learning media in the form of videos to bring foreigners closer to the culture of Surakarta City and its surroundings was required to be developed. The results of this research were expected to contribute to the development of BIPA learning and affect the tourism sector. In the development of culture, this investigation could serve as a milestone in preserving Indonesian culture

Method

This research employed a qualitative method involving a case study approach. Researchers described the results of the application of videos containing local wisdom for *BIPA* students in Surakarta. The present study was conducted at the *BIPA* organizing institutions in Surakarta, consisting of Sebelas Maret University, Muhammadiyah University of Surakarta, and Raden Mas Said University. The data were gathered by administering document analysis, observation, and interviews with *BIPA* learners in Surakarta. Data collection techniques included (a) In-depth interviews with lecturers and students of *BIPA* in Surakarta, (b) Passive classroom observation to investigate the use of videos containing local wisdom of Surakarta in *BIPA* learning, and (c) Questionnaires regarding perceptions of *BIPA* lecturers and students of learning media in the form of videos containing local wisdom of Surakarta. The data validity was accomplished through the triangulation of methods and data sources. The data analysis technique used was an interactive analysis model (Milles & Huberman, 2005). The procedures consisted of (1) data collection (focusing on collecting the necessary data); (2) data reduction (analysis during data collection, within-site analysis, and cross-site analysis); (3) data display (matrix displaying some general suggestions); and (4) drawing and verifying conclusions.

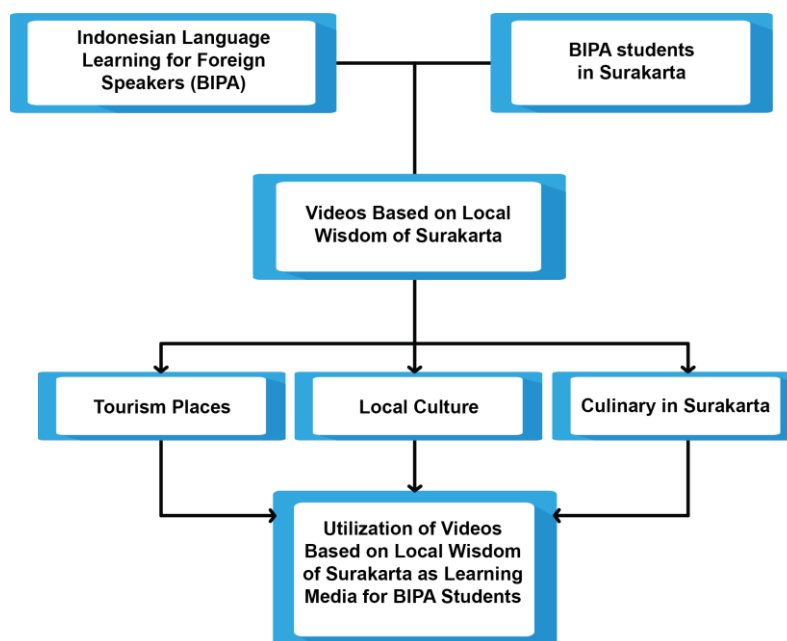


Figure 1. Frame of Mind

Results

Integrating Local Wisdom of Surakarta and Its Surrounding in Learning Videos

Local wisdom becomes the identity of a particular community. Saputra et al. (2022) explains it as a habit firmly embedded over generations and consisting of elements of high cultural values. Correspondingly, society uses local wisdom to survive in an environment. It is integrated with belief systems, norms, and culture because it is expressed in long-lasting traditions and myths. According to Kurniawan (2022), local wisdom is part of the community following the strict environmental conditions, needs, and beliefs that are difficult to eliminate.

Local wisdom is essential for every region as it can reflect and symbolize a specific area to others. It affects many elements, including local culture, tourism, and cuisine, making local and foreign tourists curious and paying a visit—one example of the region in question is the Residency of Surakarta, Central Java.

The Ex-residency of Surakarta (Javanese) was an area during the Dutch colonial period which included the Kasunanan Palace of Surakarta and Praja Mangkunegaran. The Surakarta Residency consists of the following areas: (1) the Municipality of Surakarta; (2) Karanganyar Regency; (3) Sragen Regency; (4) Wonogiri Regency; (5) Sukoharjo Regency; (6) Klaten Regency; (7) Boyolali Regency. Residents of the ex-residency of Surakarta are proud to call themselves “*Wong Solo*” (*Orang Solo*), which means the natives born in Surakarta and its surroundings (Harloff, 1920; Indriawati, 2022).

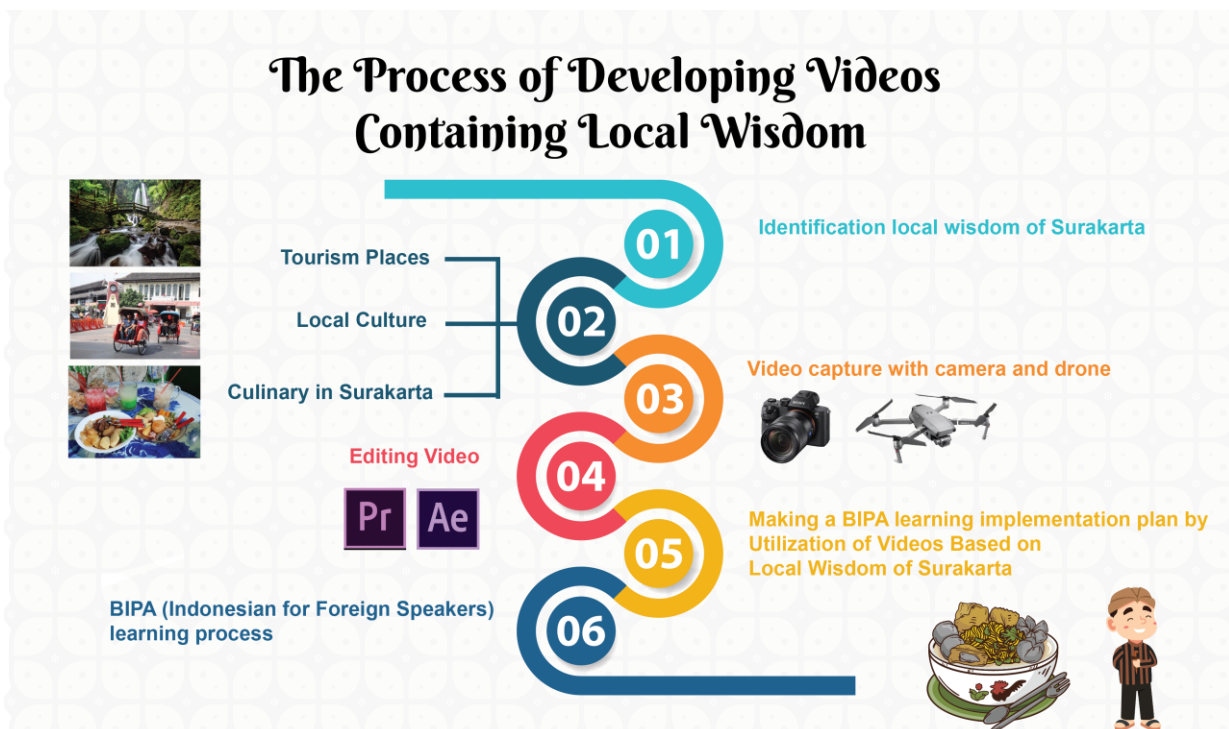


Figure 2. The Process of Developing Videos Containing Local Wisdom

Link: uns.id/VideoBIPA

Local wisdom integrated as learning videos in this research covered tourist attractions, cuisine, and local culture. Surakarta Residency has unique natural and cultural tourism. The first video was entitled "The Enchantment of the Ex-Residency of Surakarta". It showed the beauty of natural and cultural tourism in the ex-residency of Surakarta. The tourist attractions displayed in the video were (1) Balekambang Park, Surakarta; (2) Grojogan Sewu Waterfall, Tawangmangu, Karanganyar; (3) Kemuning Tea Plantation, Karanganyar; (4) Cetho Temple, Karanganyar; (5) Nampu Beach, Wonogiri; (6) Gajah Mungkur Reservoir, Wonogiri; (7) Kedung Ombo Reservoir, Sragen; and (8) Umbul Ponggok, Klaten.

Videos from various tourist attractions were compiled into learning videos based on local wisdom of tourism in the Surakarta area and its surroundings. Meanwhile, the historical place integrated into this research was the Sangiran Early Man Site, Sragen, designated as a World Cultural Heritage by UNESCO, by registration number 593 in 1996 under "The Sangiran Early Man Site" (Kemendikbud.go.id). This circumstance eventually led researchers to involve it in a *BIPA* learning video regarding the local wisdom of historical places.

The second learning video was entitled "Culinary in the City of Solo". It displayed various kinds of cuisines in Solo City, such as: *soto, timlo, cabuk rambak, tahok, serabi, selat, tengkleng, es dawet, es kapal, sate buntel, nasi liwet, and angkringan*. The traditional cuisines of Surakarta were compiled into a learning video introducing local wisdom. The third learning video was named "The Culture of Shopping in Traditional Markets by the People in Surakarta". The city of Solo witnessed people maintaining local wisdom amid a pandemic and rapid technological advancement. It could be seen from their shopping habits. There were 38 traditional markets in Solo City, such as *Pasar Gede, Pasar Gading, Pasar Legi, Pasar Klewer, Pasar Triwindu*, and others. In these places, local wisdom was reflected in the familiarity of buyers and sellers who seemed to know each other, apparently representing traditional markets' vibes. Moreover, sellers often noticed having a spirit of cooperation and mutual assistance. In addition, there was mutual trust between merchants and their customers. Buyers were given discounts and were sometimes allowed to go into debt. Nonetheless, modern markets, which were somehow cleaner and more comfortable, began to be developed in Solo City, along with the technological advancements allowing people to shop online. Regardless of those changes, people in Solo did not neglect their culture and local wisdom by continuing to buy goods at traditional markets.

Surakarta has a variety of natural beauty, culture, and unique cuisine. This city, with the third largest population in the southern part of Java Island after Bandung and Malang, is known to be a delicious culinary paradise. In this context, the cuisine was inseparable from the daily life of *BIPA* students in Surakarta. Therefore, researchers created a learning video focused on traditional cuisine to be a reference for *BIPA* learners in Surakarta.

Utilization of Video-Based Learning Media Containing Local Wisdom of Surakarta for *BIPA* Students

The videos containing local wisdom were utilized during the *BIPA* learning process at Sebelas Maret University (*UNS*), Muhammadiyah University of Surakarta (*UMS*), and Raden Mas Said University of Surakarta. There were 46 *BIPA* students in Surakarta in 2022. They came from various countries, such as Thailand, Tanzania,

Japanese, Sudan, Uganda, Bangladesh, Egypt, Afghanistan, Madagascar, Germany, Yaman, Turkey, and Zimbabwe. They have studied Indonesian for more than six months, indicating that they were supposed to be at the intermediate level. Before using video-based learning media containing local wisdom, *BIPA* teachers prepared a lesson plan. They utilized the videos for various listening, speaking, reading, and writing materials according to the competencies to be taught.



Figure 3. *BIPA* Learning Process

Discussion

In this study, *BIPA* teachers in Surakarta used videos as learning media containing local wisdom for teaching listening and speaking skills. They utilized the videos by involving various learning methods, models, and techniques, making the process more enjoyable. Based on the results of observations, *BIPA* students watched the learning videos intently. They seemed enthusiastic about the explanations and questions regarding local wisdom in Surakarta provided by the teachers. Dadela et al. (2021) and Wisudawati (2022) also found that video or audio-visual media could increase *BIPA* students' learning motivation. They were also asked to retell the stories they watched in videos containing local wisdom. Additionally, the teachers gave assignments to the learners to observe one of the tourist and culinary attractions, as shown in the videos. Based on the assignment results, *BIPA* students comprehended tourist attractions and tasted the traditional cuisine of Surakarta. They admitted that they had never visited local tourist attractions during their six months living in Surakarta. Some of them also revealed that they had never tasted the traditional cuisine of Surakarta and only ate food around campus due to transportation constraints and lack of time to walk. With assignments given by *BIPA* teachers, they were responsible for learning to use public transportation to reach their intended locations.

From the observation assignments, *BIPA* students acquired vocabulary in the Javanese language that local people commonly used, such as *kulonuwun* (excuse me), *monggo* (please), *matur nuwun* (thank you), etc. They also knew the taste of Surakarta cuisines, which were spicy and sweet. They also noticed the local community

habit of "whatever the food is, drink it with iced tea". In addition, *BIPA* learners also understood the culture of Surakarta known as *hastalaku* (eight Javanese behaviors), namely: *gotong royong* (cooperation), *grapyak semanak* (friendly), *guyub rukun* (harmony), *lembah manah* (humble), *ewuh pekewuh* (mutual respect), *pangerten* (considerate), *andhap asor* (virtuous), and *tepa slira* (tolerance). These findings were consistent with Nuryani et al. (2022). They discovered that local wisdom in the form of *wayang* stories could introduce culture to international students and be the Indonesian language diplomacy efforts. In addition, research conducted by Rahaya and Sahidillah (2022) confirmed that media containing local wisdom helped *BIPA* students adapt to the social life of the local community.

The use of videos as learning media containing local wisdom should be prepared with an *RPP* (Lesson Plan) according to the competencies to be taught. It could affect the success rate of the media implementation to improve the Indonesian language proficiency of *BIPA* students. The videos were developed to ease *BIPA* students in learning the Indonesian language and comprehending the local culture better.

Conclusion

BIPA learning requires innovative and attractive learning media to facilitate students to learn the Indonesian language and culture. Therefore, the teachers should develop various innovative media, one of which is by engaging local wisdom designed in the form of videos. Using videos as learning media containing Surakarta's local wisdom could increase the enthusiasm of *BIPA* students in Surakarta to learn the Indonesian language and local culture. Video-based learning was interesting and not boring for the learners because it displayed images, motion, and sound. Local wisdom could also be a medium to promote Surakarta tourism to foreign tourists. *BIPA* students acquired vocabulary commonly used by the local community. In addition, they understood the culture of people in Surakarta, supporting them in adapting to the environment.

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