

Interactive Media to Explore Local Wisdom in Learning BIPA Distance at the Indonesian Embassy in Bern, Switzerland

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ABSTRACT

Media selection is needed to teach *Bahasa Indonesia bagi Penutur Asing* (BIPA) through distance learning (PJJ) to explore Indonesian local wisdom. BIPA learning problems often arise so that students cannot absorb the material optimally. BIPA learning in PJJ requires special attention because it is carried out online. The ability to apply information technology, especially when choosing learning media, is an important concern in BIPA learning. The focus of the discussion of this article includes 1) the BIPA class learning process at the Indonesian Embassy in Bern, Switzerland, and 2) Interactive media used in BIPA learning at the Indonesian Embassy in Bern, Switzerland. The method for this study uses a qualitative design by observing the distance learning process of BIPA at the Indonesian Embassy in Bern. The results of observations from the BIPA PJJ learning process at the Indonesian Embassy in Bern are that students have different backgrounds and basic abilities, and the use of interactive media is very effective in this learning. The media used include 1) word wall for learning vocabulary and grammar, 2) learning app pages for learning listening, reading, and grammar, and 3) a jam board for learning to write.

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1. INTRODUCTION

Indonesian as a foreign language or BIPA learning in European countries has been widely practiced. The Ministry of Education and Culture's Indonesian Language Development and Development Agency often sends BIPA teachers to these countries as a form of cultural diplomacy. The Indonesian Embassy in various countries is used as a forum for foreigners or even Indonesian citizens

(diaspora) to learn the Indonesian language and culture. The diplomacy includes the Indonesian government's efforts to strengthen Indonesia's image in the international arena. With cultural diplomacy, the government can build cultural networks and exchange information about the cultures of other countries. Indonesian is not only taught for academic purposes but has added value in promoting Indonesian culture and tourism (Mangera, 2021). In 2020, the pandemic changed human activities, including the impact on the world of education. The closure of classes at schools and universities has replaced them with online classes where all must adapt their teaching methods and learning styles to cope with the existing situation (Nguyen et al., 2022).

During the pandemic, digital platforms have played an important role in innovation in the academic world. Digital resources can be utilized optimally through online learning (Yasir, et al, 2022:169). The COVID-19 pandemic has an impact on sending BIPA teachers abroad, which is routinely carried out. The uncertainty of the COVID-19 pandemic has forced various parties in education to transition to new adaptive learning models. The transition from face-to-face learning to online requires evaluation in learning (Aniq et al., 2022). This does not reduce the government's enthusiasm to continue its cultural diplomacy activities. The BIPA learning program for students from various countries is still being held, but in a different way through online learning or what is known as Distance Learning (PJJ). With the existence of PJJ BIPA, the enthusiasm of students is increasing. Many students were previously discouraged from studying BIPA for various reasons, such as work, distance, studies, etc. The PJJ BIPA program is an effective solution for students who want to learn BIPA with various obstacles they experience. Strategic steps are needed, one of which is through physical distancing imposed throughout the world during the pandemic (Renaldi et al., 2022)

The PJJ BIPA program was also held at the Indonesian Embassy in Bern, Switzerland. The Indonesian Embassy in Bern started the online BIPA program since 2020. The Language Development and Development Agency facilitates the BIPA program for the Indonesian Embassy in Bern, Switzerland, from March to December. In one year, it is divided into two programs, namely from March to June and from September to December. Two teaching staff in one program facilitate the BIPA program at the Indonesian Embassy in Bern. One Indonesian teacher is living in Switzerland for blended learning and one Indonesian teacher is for online learning. By 2020 until now, there have been 200 students who have participated in the BIPA program at the Indonesian Embassy in Bern and have become part of Friends of Indonesia in Switzerland (kemlu.go.id).

The implementation of the BIPA program at the Indonesian Embassy in Bern is in great demand by citizens of Switzerland and its surroundings. The BIPA program currently has 5 classes and 2 teachers. BIPA classes are held at the Indonesian Embassy in Bern, ranging from beginner level (BIPA1) to intermediate (BIPA 5). The character students are very diverse, especially in BIPA 1 class. In BIPA 1 class, some students already have basic Indonesian language skills because they have Indonesian blood families, but not a few start from scratch in learning Indonesian. The motivation of students who take BIPA classes at the Indonesian Embassy in Bern is very diverse. Some students are of Indonesian descent (diaspora), but Indonesian is not their first language, so they want to improve their Indonesian to communicate with family and loved ones. Another motivation is their interest in Indonesian culture, tourism, and history so that they want to learn more or do research in Indonesia. Doing business and planning for retirement in Indonesia are also one of the motivations students to learn Indonesian. By 2022, there will be ten BIPA students who are students at the University of Zurich and the University of Bern. In July, they will take summer classes (kemlu.go.id).

The description of the character of BIPA students at the Indonesian Embassy in Bern includes most students who are active, critical, and disciplined. Students not only come from Switzerland, but some students come from Germany and France. Swiss residents of German descent are known to have straightforward, practical, and productive personalities. This is because residents of Switzerland are immigrants from other countries. With this, Switzerland uses four languages, namely Italian, French, German, and Romance. Another thing that appears is the use of language. Not all Swiss citizens can

speak English, there are some citizens who use French. However, despite the difference in second languages, the mother tongue of Switzerland is German.

Effective and efficient learning needs to be prepared carefully, both methods, materials, and media. Preparing lessons thoroughly is a challenge for teachers, both for online and offline learning. Learning preparation would feel more difficult if the material used must adapt to the abilities and needs of students in each class. The condition of online learning is not creative learning and utilizing various interesting media with various applications is a demand for today's online teachers (Sobara, 2020: 128).

Often, BIPA teachers face a big challenge in teaching, especially students who are still limited in their vocabulary mastery. The lack of vocabulary mastery requires teachers to be creative and deal with existing problems by providing games that can enrich vocabulary without burdening the teacher, one of which is by using interactive media such as Kahoot, Wordwall, and Quizziz (Andriyanto, et al, 2021:61). Media selection is needed as a solution in teaching BIPA through distance learning (PJJ). Learning problems often arise so that learning cannot absorb the material optimally. Problems that occur when learning takes place are methods that are less varied, class presentations are monotonous, and the lack of teaching materials and learning media that has minimal negative impact on learning motivation (Lestari, et al, 2018: 87). BIPA learning in PJJ requires special attention because it is carried out online. The ability to apply information technology, especially when choosing learning media, is an important concern in BIPA learning. The focus in the discussion of this article includes 1) BIPA class learning process at the Indonesian Embassy in Bern, Switzerland, and 2) Interactive media used in BIPA learning at the Indonesian Embassy in Bern, Switzerland.

2. METHODS

This study used a qualitative design by observing the distance learning process of BIPA at the Indonesian Embassy in Bern. The research was carried out by prioritizing verbal data and activities during the learning process. The primary data in this study is the learning process in the form of materials, media, and assignments during the program, while the secondary data are books and relevant research journals. The data sources are teachers, students, and program organizers, namely the Indonesian Embassy in Bern, Switzerland.

Data collection was carried out through direct and indirect class observations, questionnaires, analysis of task results, and interviews with teachers. The data validity technique used is source triangulation and time triangulation. Source triangulation is carried out to check the validity and correctness of data from several sources of information. Some of these sources include the results of observations, interviews, and the results of questionnaires distributed to teachers, students, and program organizers. The number of students is 30, with 2 teachers, from September to December 2021. The students age range are from 17 years old until 55 years old. Time triangulation is carried out by checking the correctness of the data at different times to produce data that can be verified. The difference in the time of taking BIPA class observation data, interviews, and questionnaires is expected to produce the same/valid data findings.

3. FINDINGS AND DISCUSSION

3.1 BIPA Learning Process

In BIPA learning process, before analyzing the process, initial learning abilities is very needed. After that, discussing how the learning process can take place.

3.1.1 Initial Ability of Students

PJJ BIPA at the Indonesian Embassy in Switzerland is held from September to December 2021. However, the program is still running until now from March to June 2022. PJJ BIPA at the Indonesian Embassy in Bern Switzerland is carried out online due to conditions. Due to the ongoing pandemic, the

Language Agency in collaboration with several Indonesian embassies in various countries decided to carry out online BIPA learning. There are two BIPA teachers at the Indonesian Embassy in Bern, Switzerland, who are native Indonesians living in Switzerland and in Indonesia. Not only the BIPA program, but the Indonesian Embassy in Bern also often holds activities about Indonesian culture.

BIPA students at the Indonesian Embassy in Bern have varied language skills, ranging from level 1 to 5. Most students are Swiss and German citizens with an average adult student aged 17-50 years. Students are motivated to learn BI for various reasons: related to work, academics, family, and interest in Indonesian tourism. Some students have families with Indonesians, both parents and husband or wife. This is the main motivation for students to choose to explore Indonesian language and culture.

BIPA students have unique social characteristics, love socializing, build networks and social skills, and are flexible (Istanti, 2021:20). BIPA students at the Indonesian Embassy in Bern have positive characteristics because they are supported by the Swiss culture, which values time and enjoys learning new things. When learning takes place students are very enthusiastic, have systematic thinking, are to the point, critical, willing to try new things, punctual, disciplined, and actively ask questions. Most students do not know Indonesian, level 2 understands Indonesian for basic daily communication, level 3 and 4 have more complex language skills. The obstacle in PJJ BIPA is that the schedule often clashes with work time, when the class is in progress, students are still in the office or on their way.

"Swiss learners have a high enthusiasm for BIPA learning. They are very disciplined and have high motivation to learn. This can be seen from their activeness in asking things that are outside of learning but still related to Indonesian language and culture. Most learners are curious and want to know about Indonesian because they have an Indonesian family or wife.", (Teacher, Interview 01)

The character Swiss students who are hardworking, learning is done after coming home from work, namely 18.00-19.00 Swiss time or 23.00-24.00 WIB (summer) / 24.00-01.00 WIB (winter). This resulted in some students still on their way home (on the train) or still at work. The time of 60 minutes is considered very less because when the students have started to "hot", but the time is about to end. although there are many constraints of time, culture, language, but learning is going very well. Students are always enthusiastic in learning. They also always actively participate in learning. They also often share their experiences when visiting Indonesia and ask about Indonesian culture because they have relatives from Indonesia.

Distance learning is carried out in synchronicity with technology by optimizing several aspects such as 1) interesting information presentation, 2) presentations and demonstrations from teachers, 3) student presentations, 4) text and illustrations, and 5) audio utilization either recorded or recorded. music, 6) and audiovisual so that learning can run effectively (Smaldino, et al, 2011:207).

Many BIPA 1 students are workers so most of the time when the course starts, they are still at work or sometimes still on their way. Of the BIPA 2 students, half are university students, and the other half are workers. Learners are active in interacting during the learning process. In general, students are always punctual in participating in learning activities, but students with employee backgrounds are often late for class. Some students cannot continue until the course is finished due to work factors.

3.1.2 Learning Process

BIPA learning has different characteristics from Indonesian language learning because of the different characteristics and pedagogical aspects. The differences are caused by 1) differences in reach and clear learning targets, 2) BIPA students are categorized as educated people, 3) distinctive learning styles, 4) BIPA students have high motivation and interest in learning Indonesian, 5) diversity background of BIPA students, 6) many students have difficulty in pronunciation and writing due to differences in language systems (Suyitno, 2007:64).

The Indonesian government is growing and opening opportunities for learning foreign students to study at several universities in Indonesia, as well as abroad. The Indonesian government provides scholarships to students at the undergraduate, master's degree, and doctoral levels through the KNB program and other programs such as Darmasiswa which gives foreign students the opportunity to study Indonesian for one year. BIPA learning in the country has quite a lot of enthusiasts, both incorporated in universities and expatriates, as well as elementary and high schools (Maharany, 2017:41).

"The staff of the Indonesian Embassy in Bern who always provide good support and direction really helped me as a teacher who first taught at the Indonesian Embassy in Bern to know the character of the students."(Teacher, Interview 02)

The teachers had good support and communication with Indonesian Embassy in Bern, so it made the communication and the program well achieved. Foreign language ability that the teacher masters, namely German are quite helpful in providing direction or comparison when teaching grammar. The enthusiasm and character of the students who always provide positive energy make the teachers enthusiastic about teaching even though the teaching time is late at 23.00 WIB or 24.00 WIB.

The BIPA learning process at levels 1 to 4 is carried out for one week two with a duration of 60 minutes each for each meeting. Learning activities begin with the teacher preparing; lesson plans, media, assignments, materials, and evaluations and uploading them via Google Classroom for students to study during the program. At the end of the lesson, students are given the opportunity to perform on the material being studied. The material studied refers to the 2019 general BIPA book from the Language Agency. The material studied includes language skills, grammar, and Indonesian insight.

The differences in the basic Indonesian language skills possessed by students: some already have good basic Indonesian because they have Indonesian family, be it a wife, husband, or parents. There are also students who really have "zero" Indonesian language skills. Solution: provide material according to the level and if it is felt that his ability exceeds that level, offer to move to the upper level by first consulting with the Indonesian Embassy in Bern. The ages of students are diverse, causing the ability to receive different materials and when using learning media must be explained first. Solution: provide media that is not too complicated and a personal approach to example older students by providing more "drilling". The duration of learning is only 1 hour (60 minutes), which in my opinion is too short it is not optimal. Solution: maybe it can be added, for a duration of 90 minutes. The number students who are already working actively causes the course schedule to crash, so they cannot continue the course.

BIPA learning at the Indonesian Embassy in Bern, Switzerland uses learning materials that refer to BIPA books level 1 and 2, Sahabatku Indonesia for the public, printed in 2019, Language Agency, Ministry of Education and Culture. Teaching materials usually use slides, which are tailored to the needs of students. For BIPA 1, the themes given are Greetings and Greetings, Introductions, Physical Characteristics, Family, Daily Activities, Hobbies, Food Indonesia, Communication Media, Transportation, and Direction

The presentation model aims to develop listening and thinking skills, expanding conceptually about the language being studied, obtaining, and interpreting new information when learning a language (Arends, 2008: 263). Other diplomatic activities taught at the Indonesian Embassy in Bern include introducing Indonesian traditional musical instruments. The lecturers also introduced dangdut and pop songs, did karaoke together for a gathering at the Indonesian Embassy in Bern, introduced poetry, and practiced reading poetry for performances at a gathering at the Indonesian Embassy in Bern. Cooking together: a typical Indonesian snack "klepon". Introduce Indonesian tourist attractions and their culture through learning in the form of short videos and virtual backgrounds with Indonesian tourist attractions (Prambanan, Borobudur, Bromo). Try to use batik or other cultural ornaments (striped scarf) during the learning process.

3.2 Interactive Media BIPA

Distance learning design must provide theory-based assistance regarding pedagogical and targeted learning designs, not only on the technical aspects of using hardware and software. This learning model is not only done to anticipate the crises and problems faced but also to develop professionalism. Through PJJ, teachers are increasingly familiar with using educational technology to develop professionalism (Marek, 2021:106). The pandemic situation has made BIPA teachers in various countries use interactive modes in teaching BIPA. Face-to-face platforms Virtual such as Skype, Zoom, Google Meet, and so on are the main alternatives when learning online or blended or hybrid (Romadloni & Miftahulhairah, 2019:81). Learning materials can be accessed from various sources ranging from online portals or newspapers to suit the needs of students (Arumdyahsari, 2016:833)

The learning media used during the learning process are slides, videos from the youtube page, wordwall, learning app, google classroom, padlet. Because learning BIPA is online, we need some interactive media that can attract learning BIPA. Learning media is used to make it easier to learn material. In this modern era, learning involves m-learning applications. The learning process that involves students using m-learning has a negative impact on the learning process (Ansari, 2017-33). Through digital technology, especially cellular which makes it easy to reach someone wherever they are. Cellular also facilitates and encourages productivity in various sectors (Singh, et al, 2022:5).

A very short time does not allow students to learn all the material in one level. Therefore, effective learning media is needed. Effective learning can be achieved, one of which depends on the use of learning media. Media that is adapted to situations and conditions, and in accordance with the material and the environment around the learner will be more effective even though there is a change in face-to-face learning to face-to-screen (Pernantah, 2021: 48). Teachers use learningapp and wordwall media to provide additional assignments. Teachers choose this media because it is easy to access anywhere through any device, so students who have a lot of busyness can still make time for a while to do assignments. Teachers can use various digital platforms to teach students. Most students use smartphones to enter and take online classes. The development of smartphone technology has had a major impact on the educational landscape. Smartphones can explore the whole world and allow students to access the virtual world (Sujarwo, et al, 2022:5). Teachers must be able to develop media and learning tools to make it easier for students to participate in learning and improve their competencies. Learning tools and media can be developed based on local wisdom according to learning objectives (Mudjid, et al, 2022:92)

3.2.1 Wordwall media to enrich vocabulary and grammar

The integration of various technologies provides benefits for language learning, especially in the speaking aspect, through task-based language learning (Widiastuti et al. 2022:224). Wordwall interactive media has three objectives based on its market strategy: a) linking various features and meanings of words with familiar ideas, concepts, and experiences, b) actively involving students to experience themselves (practice) with the features provided, c) highlights student choices (Wood, 2009: 58). This is in line with the teacher's experience when learning BIPA at the Indonesian Embassy in Bern took place. Wordwall used in BIPA learning. The material contains people's daily activities, ranging from exercising, working, listening to music, and cultural activities that contain local wisdom to be introduced to foreigners through digital platforms.



Figure 1. Wordwall media

"I use this media because it is very simple and flexible if the learner wants to practice new vocabulary. With this media, learners can enrich their vocabulary and grammar while on the way (on the train, on the bus) to work or university.", (Teacher, Interview 03)

Online learning carried out using vocabulary game media can motivate students and help them to understand the learning material (Widianto, 2021: 131). Wordwall media is one of the most effective media for enriching new vocabulary. There are many variations of this media, the teacher can adjust it according to the student's ability level. BIPA learning at the Indonesian Embassy in Bern utilizes wordwall media to enrich vocabulary and grammar. Many variations of games are offered on this page. Teachers often use flashcard variations, gameshow quizzes, pop balloons, flip tiles, and find the match to teach new vocabulary. The character students who are busy with work and have short learning time, wordwall media really helps teachers and students to understand the topic in an easy way and in a fairly short time.

3.2.2 Media Learning apps for listening, reading, and grammar activities

The advancement of era and technology in learning during a pandemic positively impacts the academic world to shift to informal learning outside the classroom through digital learning (Alhaq, 2022:190). Media learning apps are not very well known in Asia, but these pages are very popular in Europe. The reason teachers use the learningapps in BIPA learning at the Indonesian Embassy in Bern is that students in Switzerland are used to using this media for learning both formal and non-formal learning.media learningapps because the features provided are very easy and there are several choices of language of instruction, one of which is German which is the official language in Switzerland.

"The advantage of this media is that it is very popular in Switzerland, so students are familiar with this media. There are so many features in this media, including audio that the most other media are not available. Usually, I use this media to practice listening, reading, and grammar.", (Teacher, Interview 04)

Media learning apps have optimal benefits to improve listening, reading, and grammar skills. In addition to the many features, learningapps is also easy to use, can be accessed via smartphones and other devices. One of the learning activities at the Indonesian Embassy in Bern is planning tourism activities to Bromo. Students are able to compose sentences in a way that is easier and more fun. In addition, students can also get to know local wisdom such as Bromo tourism, transportation, and food in Indonesia.



Figure 2. LearningApp Media

The teacher provides reading material for input on the learningapps. On the screen, there are sentences arranged randomly to be sorted according to the reading. Student feedback from the listening process can be done either while listening or after listening to the audio given by the teacher. Learningapps is used as a medium during the PJJ process or as additional training for students. Easy access learning apps help students complete exercises in various situations, such as when on public transportation, at work, and at school, according to the students' busy schedule. Human interaction with computers provides a solution by applying the concept of e-learning in providing interesting learning media for teachers and students. Integrated educational content and media will make it easier for everyone to access in various places and at any time (Alebeisat, 2022: 58).

3.2.3 Media Jamboard for Writing Activities

Smartphones are increasingly sophisticated, multifunctional, and inexpensive so that students can use them to help with foreign language learning (Annamalai, 2022:201). Interactive media which is one of the alternatives in distance learning is Google Jamboard. This application is quite popular with the advantage of a digital whiteboard that is used to explain various learning materials with additional variations of images and other relevant information. This media facilitates students being active and collaborating during the distance learning process. The use of Jamboard media is not only practically useful, but also relatively simple for students. Jamboard workouts can be relaxing, collaborative, and fun. Online learning is more fun, and can motivate students to experiment, improvise, and collaborate (Draucker, 2021:10)



Figure 2. Jamboard Media

"Usually we use google doc, google slides, google classroom, and jamboard media BIPA learning activities for writing skills. Jamboard is used more often because it is more interesting and interactive. Teachers and learners can write comments to each other directly."(Teacher 1, Interview 05)

With such a distance learning process, Google Jamboard media can be used directly with interaction between students and teachers. The material written by teachers and students in this

application becomes a collaborative process in the language learning process. The digital whiteboard provided is sufficient for students to practice writing, with twenty pages available. Jamboard learning results are automatically stored on Google Drive and can be accessed by teachers and students at any time for independent study purposes. The use of smartphones and other digital media is certainly very helpful for adult BIPA students who are currently taking courses. As a worker and student, I, of course, want flexible activities that can be accessed at any time. Through the support of interactive media, Jamboard can help students learn to write Indonesian as their foreign language.

4. CONCLUSION

The implementation of BIPA learning at PJJ was adopted as a viable solution for studying the Indonesian language amidst the pandemic. The prioritisation of linguistic and cultural diplomacy establishes Indonesia's reputation in the global sphere. PJJ necessitates captivating and engaging multimedia assistance that aligns with the content, language proficiency, and educational goals. The media utilised in PJJ BIPA at the Indonesian Embassy in Bern comprise of three components: 1) wordwall, which facilitates the acquisition of vocabulary and grammar, 2) learningapps pages, which aid in the development of hearing, reading, and grammatical skills, and 3) jamboard, which enhances writing proficiency. Facilitating the diverse demands of mobile learners is key to achieving learning success. The majority of BIPA students at the Indonesian Embassy in Bern consist of office personnel, researchers, and students. Teachers are motivated to select material that can successfully support all pupils due to the different backgrounds of the student body. The efficacy of the media is shown by the attainment of the material in accordance with the targeted proficiency level and the enhancement of language abilities in relation to the program's duration.

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