

## The Effectiveness of Excursion Strategies on Learning the Indonesian Language for Foreign Speakers (BIPA) at Alekawa Institute (Language and Culture Center)

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**ABSTRACT:-** This study aims to highlight the effectiveness of the excursion strategy in BIPA learning based on planning, implementation, and evaluation. This type of research is qualitative and uses descriptive methods; this research had conducted at the Alekawa Institute (Language and Culture Center) in Makassar City. The focus of this research is the effectiveness of the excursion strategy. The source of data in this study is international students in BIPA learning. Data collection techniques had conducted by observing and distributing open questionnaires. The research instrument consisted of researchers and supporting instruments in the form of observation and data analysis guidelines. The study's findings showed that the excursion strategy's level of efficacy in BIPA learning was determined to be a sufficient comprehension of learning Indonesian with careful planning that would satisfy students. Based on execution, ten BIPA students are regarded as having a very high efficacy level; they are enthusiastic about South Sulawesi's culinary tourism, nature and sea tourism, and traditional clothing made of batik—the evaluation's classification of the effectiveness level as very effective. In particular, by learning outside the classroom and gaining new terminology, students can improve their communication skills in Indonesian.

**Keywords:** Alekawa Institute, BIPA learning, excursion strategy, culinary tourism

### I. INTRODUCTION

The commitment to valuing education is vital in society. The Republic of Indonesia Law Number 20 of 2003, which governs the National Education System, gives learning a formal meaning in Article 1 point 20. *Learning* has been defined as "the origin of learning in a learning area and how to communicate between students and teachers." constructing a pedagogical approach that can establish a learning environment that promotes the realization of each learner's unique potential (Faizah, 2020).

Strategies in learning are important points that will be a way to make students more comfortable learning (Hartman et al., 2019; Ofcom, 2020; Ramsin & Mayall, 2019; Xu, 2021). For example, in learning Indonesian it is desirable to be able to help students in cultivating polite language characters, having good opinions, and cultivating power in the creative learning process. The problem that often arises in learning Indonesian is the lack of imagination in class management in teaching methods or strategies so that bored arises during the learning process in class (Febrianti et al., 2013).

BIPA learning is not only carried out abroad but also in Indonesia. After the youth oath was spoken, Indonesians drew foreign native speakers interested in learning the language. Mr. Hoed explained that BIPA learning was held in Indonesia because there were many enthusiasts of Indonesian culture to master and understand the Indonesian language and culture (Imam Suyitno, 2017).

Indonesian for Foreign Speakers (BIPA) is an Indonesian language teaching program for foreign speakers. International students who study Indonesian are not Indonesian, and their mother tongue is not Indonesian. BIPA learners are generally students from cultural backgrounds different from the culture of the language they are learning. BIPA learners are usually advanced students learning Indonesian as a foreign or second language. Source: Law no. 24 of 2009, Article 29 (1) stipulates that Indonesian must be used as the language of instruction in national education. Indonesian language skills facilitate oral and written communication for students who have foreign language skills (Cahyono & Widiati, 2015; Gusnawaty & Nurwati, 2019; Toba et al., 2019). As explained, intercultural orientation is essential in BIPA (Kohonen et al., 2014; Sumarti et al., 2017; Vedder et al., 2006), BIPA is a medium of intercultural communication, and intercultural understanding is integral to language learning.

For this reason, cultural learning through excursions is essential. BIPA learning usually takes place inside and outside the classroom. Education outside the classroom carries out by giving assignments in the form of field trips, field trips, or interviews with residents. Teaching outside the classroom helps refresh the mood and enthusiasm of students. It will prevent boredom in class (Jaswadi Putera & Sugianto, 2021; Kruk et al., 2022). From this, learning Indonesian is not a burden of boredom for students. Through various activities, learning Indonesian becomes more enjoyable. Excursion, one of the activities conducted outside the classroom, has an impact on providing new experiences and experiences for students. Based on the specific characteristics of the BIPA learning process, the question that has to be answered is how to apply learning strategies in BIPA learning for foreign speakers so that they are more comfortable with the learning process to improve Indonesia's image through culture. Culture will be the main attraction for students learning Indonesian (Borremans et al., 2009; Saksrisathaporn & Maneewan, 2012).

Indonesian Language Learning for Foreign Speakers, which is a sub-focus in this research, is the excursion strategy in learning, which consists of (1) the level of effectiveness of the excursion strategy in BIPA learning for students based on planning, (2) the level of effectiveness of excursion strategies in learning BIPA for students based on implementation, and (3) the level of effectiveness of excursion strategies in learning BIPA for students based on evaluation. Thus, this research examines explicitly the issue of the effectiveness of excursion strategies for students, especially in BIPA learning at Alekawa. This excursion strategy can also increase students' insight.

A related study published by Sari et al. (2017) conducted a literature review on the effectiveness of this field trip as a BIPA learning strategy in the ASEAN Economic Community (AEC). This study aims to determine the success rate of implementing the excursion strategy by visiting several tourist destinations. The results of this study indicate that excursion strategies can provide additional insights to students about their language, culture, tourism, and social environment—another research conducted by Febrianti et al. (2013). The results showed that surveyed international students' willingness to learn, motivation to study, and learning objectives at the Arekawa Center for Language and Culture. As a result, Indonesian students at the Arekawa Language and Culture Center were very interested and motivated to learn.

## II. METHOD

This study uses a qualitative research type, that is, research that aims to describe phenomena or symptoms obtained through observing the senses, in this case, analyzing the level of effectiveness of excursion strategies for students, namely BIPA students.

This research is entitled "The Effectiveness of the Excursion Strategy in Learning Indonesian for Foreign Speakers at the Alekawa Institute (Language and Culture Center)." Therefore, this study intended to determine the level of effectiveness of excursion strategies owned by students qualitatively. This research focuses on the excursion strategy's effectiveness in learning Indonesian for Foreign Speakers (BIPA) at the Alekawa Institute (Language and Culture Center).

In this study, the researcher described and described clearly and in detail and collected in-depth data regarding the effectiveness of the excursion strategy that BIPA students had at the Alekawa institution (Language and Culture Center). This research focuses on the effectiveness of the excursion strategy in learning Indonesian for Foreign Speakers (BIPA) at the Alekawa institution (Language and Culture Center), which uses a qualitative descriptive approach.

In the early stages, the researcher made observations, prepared the background of the problem, determined the formulation of the problem, then conducted a literature review, then made a lattice for preparing the instruments, and compiled a questionnaire, then justified by the supervisor after being justified and declared feasible, then distributed to BIPA students at the Alekawa institution (Language and Culture Center). The results obtained will be analyzed based on observations and respondents' answers to the questionnaire.

## III. RESULTS

The results of this study describe the effectiveness of the excursion strategy at the Alekawa institution following the research objectives, namely (1) to describe the effectiveness of excursion strategies in BIPA learning based on planning, (2) to describe the effectiveness of excursion strategies in BIPA learning based on implementation, and (3) to describe the effectiveness of excursion strategies in BIPA learning based on evaluation.

The study results show that according to the objectives of learning Indonesian for foreign speakers, namely cultural introduction. Learning through trip tactics is used to introduce culture. Students will be pleased to find that the trip technique in BIPA learning based on planning has been rated highly effective with a grasp of learning Indonesian with careful planning. Utilizing scheduled mobility allows for understanding and practical learning. Execution-based metrics indicate that the effectiveness for 10 BIPA students is highly effective; students have satisfying enthusiasm for batik culture and traditional clothing, nature and maritime tourism, and

culinary tourism in South Sulawesi. The evaluation classifies the efficacy level as very effective. Students can develop Indonesian-language communication by learning outside the classroom and have added vocabulary to students.

#### **IV. DISCUSSION**

After identifying and analyzing the data carried out by the researcher, excursion learning conducts outside the classroom. However, for the completeness and accuracy of the data, the researcher collects data when the learning process occurs in the classroom, which is learning in the classroom after the excursion learning process is carried out outside the classroom appropriately.

In aspects that belong to excursion planning, the answer choices that choose the most were delightful answer choices, with a percentage of 270 out of 400 is the overall result of the planning aspect. Good planning and being liked by students will make the learning process and strategies work well. Imam Suyitno (2017) revealed that learning Indonesian for foreign speakers is a planned activity because education clearly and firmly defines learning objectives that must be achieved. Introduction to culture is one of the objectives of the subject matter in BIPA learning. Therefore, planned excursion learning regarding material transportation will make learning effective (Astalin & Chauhan, 2018).

Nasution (2017) also explained that a learning strategy is a comprehensive learning approach to control learning activities and communicate learning content systematically to effectively and efficiently achieve the specified learning objectives effectively and efficiently.

Aspects included in the field trip implementation, the most frequently chosen answer choice is the most comfortable answer choice with a percentage of 450 out of 600, the overall result of the organizing aspect. It makes students happier and more energized making field trips. As previously mentioned by Lah (2020), a stimulating learning environment makes students more relaxed and receptive to learning. Therefore, learning outside the classroom, such as field trips, can be very effective, especially in BIPA learning.

Jaswadi Putera & Sugianto (2021) state that BIPA learning generally occurs inside and outside the classroom. Learning outside the classroom can be done through giving assignments in the form of field trips, field trips, or interviews with residents. Learning outside the classroom refreshes the mood and enthusiasm of students. It will keep it from getting bored studying in class. Learning is easier to understand when the learning atmosphere is fun (Azizi & Fauzan, 2020; Irwandi et al., 2020). Through hands-on activities and interactions outside the classroom with foreign speakers, said Mr. Putera and Sugianto said that students will experience fewer monotonous experiences and more authentic experiences not limited to in-class dialogue and listening experiences with teachers and peers.

Cultural introduction by visiting tours and exploring culinary delights at the place where student excursion learning do (Seyfi et al., 2020). Based on observations, students have visited tours in various places such as Soppeng Regency with an introduction to the culinary culture, Takalar Regency with an introduction to beach culture, and Bulukumba Regency with an introduction to Bira Beach culture.

Before participating in the trip learning, ten respondents had required to learn more about South Sulawesi's culture, tourism, and cuisine. However, cultural introduction through this excursion can make students elated and feel pride in the existing culture. With this cultural introduction, respondents who did not know the culture in South Sulawesi at all became very happy and proud of this culture, of course, with good tutors when this excursion took place. Therefore, excursion learning is tremendously effective in learning BIPA as a cultural introduction.

#### **V. CONCLUSION**

Some conclusions regarding the results of the study "Effectiveness of Excursion Strategies in Learning Indonesian for Foreign Speakers (BIPA) at the Alekawa Language and Culture Center Institute." found are the excursion strategy planning for BIPA learning at the Alekawa Institute (Language and Culture Center) is categorized as very effective, making BIPA students enjoy learning Indonesian by preparing and applying learning models. The implementation of the excursion strategy for BIPA learning at the Alekawa institution (Language and Culture Center) has been categorized as very effective, with very high student enthusiasm for aspects of cultural introduction and tourism through excursions, implementation of BIPA learning through excursions, culinary delights in South Sulawesi, learning strategies excursions by BIPA teachers, excursion materials applied, and learning in Alekawa. Other findings found are an evaluation of the excursion strategy in BIPA learning at the Alekawa institution (Language and Culture Center) identified as very effective with the achievement of BIPA learning objectives, namely introduction to batik culture and traditional clothing, introduction to nature and maritime tourism, and introduction to culinary delights such as *coto*, meatballs, and grilled chicken in South Sulawesi.

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