

CROSS-CULTURAL UNDERSTANDING LEARNING MODEL FOR INTERMEDIATE-LEVEL BIPA STUDENTS

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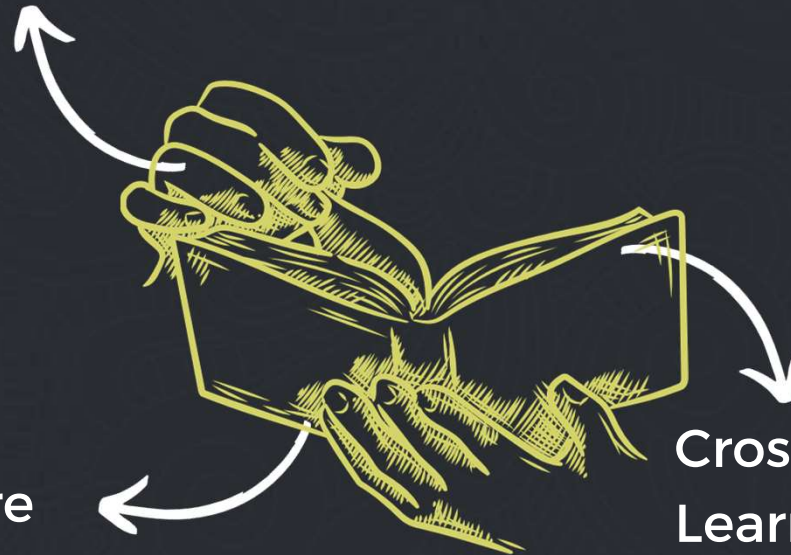
INTRODUCTION

- This research is a form of product trial for enrichment materials in Intermediate Japanese BIPA.
- The research aims to determine the outcomes of using enrichment materials when applied in the learning process.
- There is a need for a learning model that can accommodate the diverse and multicultural backgrounds of BIPA students.
- An engaging and enjoyable learning model can provide optimal learning outcomes.



LITERATURE REVIEW

Enrichment Materials for
Indonesian Language for
Foreign Speakers (BIPA)



Folklore
Indonesian & Japan

Cross Cultural Understanding
Learning Model

METHOD



- The research was conducted at Nanzan University, Japan in June 2023.
- The participants consisted of 7 students.
- This study is a descriptive research to explain the process or steps of learning using the cross-cultural understanding model.

FINDINGS AND DISCUSSION

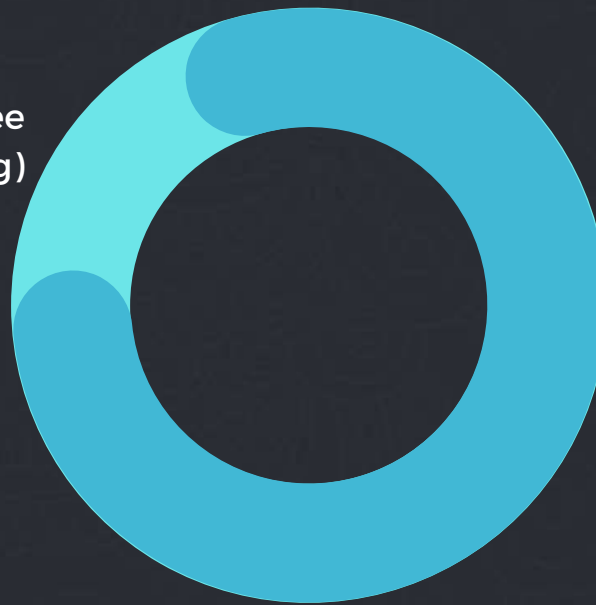
STEPS OF CROSS CULTURAL UNDERSTANDING LEARNING MODEL

Minandar (2020)

- The students are divided into several groups.
- The teacher instructs the students to choose one pair of Indonesian-Japanese folktales from the enrichment book.
- The teacher gives time to each group to study and discuss the cultural elements of their chosen stories and find cultural activities that hold social values.
- During the discussion process, the teacher accompanies and provides guidance, as well as answers any questions that students may ask.
- After each group finishes their discussion, the teacher allows them to present the results of their discussion.
- After the presentation, other groups are allowed to ask questions about the culture or values conveyed by the presenting group.
- The teacher can provide reflections and guide the learning towards the intended learning objectives and materials.

FINDINGS AND DISCUSSION

14,3 % Not Agree
(The enrichment book is not interesting)



85,7 % Agree
(The enrichment book is interesting)

The Results of Google Form Data on BIPA Students' Evaluation of Enrichment Materials /
BIPA Students' Understanding of Indonesian Culture

FINDINGS AND DISCUSSION

- The cross-cultural understanding learning method is useful for providing understanding or ways of communication between individuals with different cultural backgrounds (Oxford, 1996; Minandar, 2020).
- In the context of BIPA learning, cross-cultural understanding is understood as an effort for learners to understand other cultures as a second language in the process of communication, thus fostering a tolerant attitude among BIPA learners and preparing them to face various differences in society.
- The phenomenon of culture shock can be viewed as something positive rather than a negative phenomenon. In fact, through cultural differences, it can also lead to a deeper cultural awareness (Irving, 1984). This cultural impact can be minimized by BIPA learners through cultural adaptation, both psychologically and physiologically, to better understand and accept cultural differences in the destination country (Kim, 2017).

FINDINGS AND DISCUSSION



Documentation of Teaching Activities in BIPA Class - Japan

CONCLUSION

- The cultural knowledge of BIPA learners can be introduced through the teaching of folktales. This research uses Indonesian and Japanese folktales that share similarities in motifs, characters, and plotlines.
- However, the cultures reflected in these folktales still retain their distinctive characteristics from their respective countries.
- Based on the research findings, it is evident that the understanding of BIPA learners towards culture can be enhanced through the cross-cultural understanding teaching model.

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