IMPLEMENTATION OF YOUTUBE AS A LEARNING MEDIA STRENGTHENING CROSS-CULTURAL UNDERSTANDING FOR BIPA STUDENTS
Implementasi Youtube Sebagai Media Pembelajaran Penguatan Pemahaman Lintas Budaya Bagi Pelajar BIPA

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Abstrak

Gegar budaya masih menjadi sebuah problematika bagi pelajar asing maupun pengajar BIPA, baik saat proses pembelajaran berlangsung maupun saat di luar pembelajaran. Hal tersebut terjadi karena belum adanya pengetahuan mendalam dan persiapan yang cukup terkait perbedaan budaya antar negara sehingga sering kali terjadi kesalahpahaman antar pelajar maupun antar pelajar dengan pengajar. Oleh karena itu, penguatan pembelajaran Cross Cultural Understanding (CCU) penting untuk memberikan pengetahuan yang mendalam bagi pengajar ataupun pelajar BIPA. Pembelajaran tersebut dapat dikemas dengan sangat menarik menggunakan media yang banyak diminati oleh pengajar dan pelajar BIPA masa kini. Tujuan penelitian ini adalah mendeskripsikan implementasi YouTube sebagai media penguatan pembelajaran CCU bagi pelajar BIPA. Pengumpulan data dilakukan melalui penyebaran instrumen angket yang berisi pertanyaan singkat kepada pelajar BIPA. Instrumen dibuat dengan bantuan Google Form.

Kata-kata kunci: implementasi media YouTube, pembelajaran CCU, pelajar BIPA

Abstract

Culture shock is still a problem for foreign students and BIPA teachers, both during the learning process and outside of learning. This happens because there is no in-depth knowledge and adequate preparation related to cultural differences between countries so that misunderstandings often occur between students and between students and teachers. Therefore, strengthening Cross Cultural Understanding (CCU) learning is important to provide in-depth knowledge for BIPA teachers or students. This learning can be packaged very attractively using media that are in great demand by today's BIPA teachers and students. The purpose of this study is to describe the implementation of YouTube as a medium for strengthening CCU learning for BIPA students. Data collection was carried out through the distribution of a questionnaire instrument containing short questions to BIPA students. Instruments are created with the help of Google Forms.
Keywords: implementation of YouTube media, CCU learning, BIPA students

INTRODUCTION

BIPA (Indonesian for Foreign Speakers) students are foreign students who come from various countries in the world. BIPA students already have a first language (B1) and have different cultural backgrounds (Ningrum, 2017). From these differences in cultural backgrounds, students often face culture shock.

Culture shock is one of the anxiety that occurs in someone who has just arrived or knows a different culture or habit in their previous daily life. This often happens to BIPA students who have just arrived in Indonesia. Kinds of culture shocks that faced by BIPA students are food, language, pollution, environment condition, transportation, climate, and people's values (Herdi & Handayani, 2020). Students feel a lot of new things that are not in accordance with their previous culture. Students describe the culture shock by showing the negative emotions they experience when interacting with a new environment.

There are many impacts when a person cannot minimize or even overcome the culture shock. One of the impacts of the culture shock is that students cannot adapt and do not accept the changes found in their new environment when they study BIPA. The impact of culture shock will also provide physical and psychological changes for students (Faizin & Isnaini, 2020). The impact of physical changes that occur, such as weight loss, weight gain, fever, lack of appetite, fatigue, and others. The impact of culture on psychic changes, such as stress, lack of concentration, frustration, depression, loneliness, homesickness, and sometimes feeling like giving up on circumstances. Not only that, there are impacts of social changes experienced, such as difficulty adjusting to the campus environment because of being introverted, limited in social language, closing oneself or oneself from the environment, sometimes not liking other people, sometimes being underestimated as a newcomer, less able to get along, have not got friends who can provide social support, feel ignored, and feel shunned by people around (Agustini & Sulistyowati, 2021).

All of these impacts will be carried over into the learning process and can interfere the process of learning Indonesian for foreign students. Therefore, it is important to strengthen cross-cultural learning for BIPA students so that students can minimize and eliminate their anxiety. Cross-cultural understanding in language learning for foreign students is very important because it can make students more confident in using the language (Ani et al., 2020).

Learning cross-cultural understanding in question is that students are able to understand the comparison and cultural understanding between the Indonesian state and the student's native country. Teachers can connect cross-cultural understanding with students' daily lives so that they can be applied in the real world (Ani et al., 2020). Such learning can also be done by connecting interactions between people from certain institutions (European Commission. Joint Research Centre., 2020). From this opinion, it can be concluded that cross-cultural understanding learning is carried out by introducing Indonesian culture to students by knowing

the cultural differences that occur in their respective countries and packaged according to activities they have experienced before.

In delivering cross-cultural understanding learning, media is needed that can support student understanding. In accordance with the needs analysis conducted previously, the researcher gave short questions regarding the most suitable media in learning cross-cultural understanding through WhatsApp chat. Questions were distributed to ten respondents (BIPA students) from different countries. Of the ten respondents, the answer that was chosen the most was using YouTube. YouTube can attract students' attention, make it easier for students to obtain information, overcome boredom, and increase student interest and motivation in learning (Pratiwi, 2016). YouTube also has the potential to bolster the lifelong learning experience for users (Yaacob & Saad, 2020).

From this explanation, this study aims to (1) describe the need for learning media to strengthen cross-cultural understanding for BIPA students, (2) describe cross-cultural understanding materials for BIPA students, and (3) describe the implementation design of YouTube as a learning medium for strengthening cross-cultural understanding. for BIPA students.

METHODS

This research uses descriptive qualitative method. This research was conducted to obtain data on the need for learning media to strengthen cross-cultural understanding, describe cross-cultural understanding materials, and describe the implementation design of YouTube as a learning medium for strengthening cross-cultural understanding for BIPA students. Data needs were obtained from filling out a questionnaire via Google Form by 10 BIPA students from 7 countries, namely India, Egypt, Pakistan, Taiwan, Thailand, Uzbekistan, and Vietnam as well as short interviews via WhatsApp by 13 BIPA students from 9 countries, namely India, Egypt, Pakistan, Taiwan, Thailand, China, Uzbekistan, Yemen and Vietnam. The data from the questionnaires and interviews were then analyzed and presented in the form of a description.

RESULTS AND DISCUSSION

There are three research results obtained, namely (1) describing the need for learning media to strengthen cross-cultural understanding for BIPA students, (2) describing cross-cultural understanding materials for BIPA students, and (3) describing the implementation design of YouTube as a learning medium for strengthening cross-cultural understanding. for BIPA students. The details of the results and discussion are described as follows.

Description of Learning Media Needs for Strengthening Cross-Cultural Understanding for BIPA Students

Data regarding the need for learning media was obtained from short interviews conducted by researchers with several BIPA students from different programs, namely the

Darmasiswa program, KNB, ISS, and BISCS. Students are asked to choose the appropriate media, such as (1) WhatsApp (W), (2) YouTube (Y), (3) TikTok (Ti), (4) Instagram (I), (5) Twitter (Tw), (6) Telegram (Te), or other (L). Details of BIPA students' answers are explained in the following table.

Table 1. Media Needs Analysis

No	Program	Origin of Student's Country	Preferred Media					
			W	Y	Ti	I	Te	L
1.	BISCS	Uzbekistan	√					
		India		√				
		Mesir		√				
2.	ISS	Thailand 1	√					
		Thailand 2		√				
		Tiongkok		√				
		Yaman		√				
3.	Darmasiswa	Mesir 1					√	
		Mesir 2		√				
		Thailand		√				
		Vietnam			√			
		India		√				
4.	KNB	Thailand		√				

From these results, it is known that two students chose the WhatsApp application, nine people chose the YouTube application, one person chose the TikTok application, and one person chose the Telegram application. It can be concluded that BIPA students are more interested in using the YouTube application than other applications in making it easier for them to learn cross-cultural understanding.

This is in line with existing data that the most popular social media for people in the world is the YouTube application (Relnaldi, 2021). The reason is, YouTube has many advantages that can be utilized in the learning process. The advantage of YouTube is that YouTube is a video-based application that is both audio and visual. Teachers can make learning videos and then upload them to Youtube in a very easy way (Indriyati, 2021). YouTube also has internet access that is relatively inexpensive, videos show stories that are more detailed and easy to understand, and the YouTube application is more applicable and inspiring (Utami et al., 2018).

Description of Cross-Cultural Understanding Materials for BIPA Students

In general, BIPA students come from various countries with diverse cultural backgrounds. The difference between Indonesian culture and the culture of the BIPA student's country of origin sometimes causes a cultural shock, especially for BIPA students who are

coming to Indonesia for the first time. This statement is supported by the data in the following diagram.
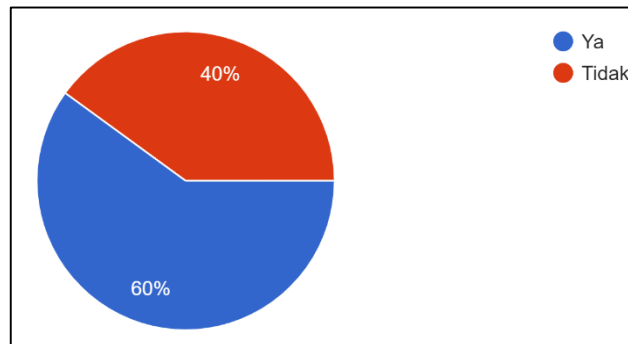

Diagram 1. Culture Shock Analysis on BIPA Students

Diagram 1 concludes that 60% of BIPA students experience culture shock while in Indonesia. The data was obtained from 6 BIPA students from India, Egypt, Pakistan, Thailand, and Vietnam. The cultural shock experienced by BIPA students needs to be minimized so that it does not have a negative impact on the physical and psychological aspects of BIPA students so that it does not hinder the BIPA learning process (Faizin & Isnaini, 2020).

Culture is a complex matter that includes knowledge, belief, art, morals, law, customs, and habits carried out by a group of community members (Soekanto, 2017). Not all habits of the Indonesian people can be understood and accepted by BIPA students, causing a culture shock.
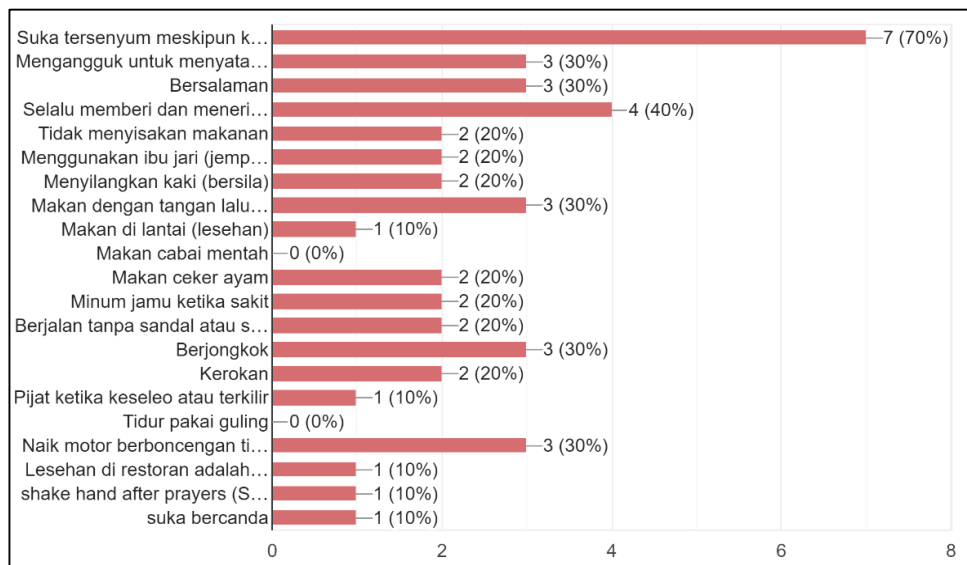

Diagram 2. Indonesian People's Habits That Cause a Culture Shock

Based on Diagram 2, some Indonesian habits that can cause culture shock in BIPA students include smiling even to new people, always giving and receiving things with the right hand, nodding to express approval, shaking hands, eating with hands and then licking them, squatting down. , riding a motorbike with three people, leaving no food, using the thumb (thumb), crossing the legs (cross-legged), eating chicken feet, drinking herbal medicine when sick, walking without sandals or shoes, scraping, eating on the floor (lesehan), massage when sprains or sprains, and likes to joke. According to BIPA students, some Indonesian habits are different from the habits of people from the BIPA student's country of origin, so there needs to be adaptation to this.
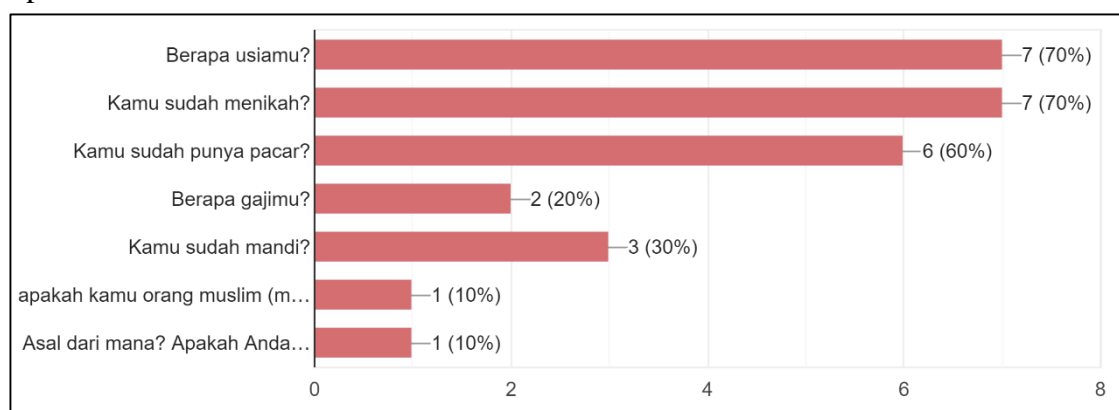

Diagram 3. Frequently Asked Questions by Indonesians

Apart from habits, BIPA students often get questions from Indonesians. The questions include "How old are you?", "Are you married?", "You have a boyfriend?", "Have you taken a shower?", "How much is your salary?", "Are you Muslim?", "Where are you from? ", "Are you from New Delhi?", "Do you like Bollywood/Kuch Kuch Hota Hai/Shah Rukh Khan/Amitab Bachan movies?", and "Are you here working or do you have other business?". Of these questions, BIPA students objected to answering, especially if these questions were asked the first time they met.

Cultural factors, including habits carried out by the Indonesian people, cannot be separated from BIPA learning. It is intended that BIPA students can speak Indonesian according to the cultural context of the conversation that is being carried out (Suyitno et al., 2018).

Description of the YouTube Implementation Design as a Learning Media for Strengthening Cross-Cultural Understanding for BIPA Students

The description of this research design uses the ASSURE model. The model is a model that is practical and easy to implement to design learning activities that are both individual and classical. This model helps teachers to regulate the learning process and evaluate student learning outcomes (Perbadi, 2010). In addition, the ASSURE model also often performs repetitive activities aimed at evaluating and reviewing. Not only that, the ASSURE model

focuses on students, in terms of the learning process, learning type, prerequisite abilities (Perwita et al., 2019). The explanation of the plan is as follows.

Table 2. YouTube Implementation Design as CCU Learning Media

No.	Procedure	Steps Take
1.	*Analyze Learner*	1) analyze the student's age level, country of origin, and experience communicating with Indonesians online/offline for a long time, approximately 1 month 2) analyze the style of BIPA students 3) analyze the needs of BIPA students regarding appropriate media used in CCU learning 4) analyze various types of culture shock behavior that have been experienced by BIPA students
2.	*State Objectives*	determine the purpose of the material to be presented, which is related to increasing CCU understanding
3.	*Select Methods, Media, and Material*	1) the method used is the show and tell method (expressing opinions, expressing feelings, expressing desires, and experiences related to a matter) 2) the media used is YouTube media. This is obtained from the results of short interviews conducted by researchers with BIPA students 3) the material is arranged based on the needs obtained from the results of the questionnaire. The material that will be presented is interrogative sentences and gestures related to the unusual habits of Indonesians in BIPA student countries.
4.	*Utilize Media and Materials*	in testing the use of media and teaching materials, researchers will carry out five stages, namely 1) preview (review) methods, media and teaching materials, 2) prepare (prepare) methods, media and teaching materials, 3) prepare (prepare) the environment, 4) prepare (prepare) students, 5) and provide (provide) learning experiences (Perwita, et al., 2019).
5.	*Require Learner Participation*	students can try directly the media and materials that have been previously designed so that researchers get feedback. It serves to revise the things that need to be improved in the media and materials that have been designed according to the wishes of the students.
6.	*Evaluate and Review*	re-evaluate and review the feedback that has been given, both from teachers and BIPA students.

CONCLUSION

YouTube was chosen and can be implemented as a supporting media used to strengthen BIPA students' understanding in cross-cultural understanding. The material presented focuses on interrogative sentences and unusual Indonesian gestures according to BIPA students. In addition, the model used in the development of media and materials later is the ASSURE model.

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