

INTRODUCTION OF JAVANESE TRADITIONAL TOYS AS BIPA LEARNING MEDIA IN THAILAND

Dewi Kusumaningsih^{1*}, Nurhayati², Dewi Kartika Sari³, Sri Wahyu Indrawati³, Rohana³,
Ratu Fenny Muldiani⁴, Hashri Hayati⁴

¹Department of Indonesian Language and Literature Education, FKIP, Veteran Bangun Nusantara University
Jl. Slamet Riyadi no 100 Sukoharjo, kode pos 57514, Jawa Tengah - Indonesia

²Universitas Sriwijaya, Sumatera Selatan – Indonesia

³Universitas PGRI Palembang, Sumatera Selatan – Indonesia

⁴Politeknik Negeri Bandung, Jawa Barat – Indonesia

*Corresponding Author: dewikusumaningsih71@gmail.com

Article history:

Received: September 2024

Revised: September 2024

Accepted: September 2024

ABSTRACT Traditional Javanese Games as an Indonesian Learning Media for Foreign Speakers (BIPA) in Thailand. The introduction of local culture through traditional toys is expected to be able to improve the understanding of Indonesian culture and Indonesian language skills for BIPA students. The research method used is a qualitative descriptive method with observation, interview, and documentation techniques to explore the potential of traditional Javanese toys as a learning aid. The subject of the study is BIPA students in Thailand who participate in learning activities using traditional toy media. The results of the study show that the use of traditional Javanese toys as a learning medium can create a more interactive, fun, and contextual learning atmosphere, thereby helping to increase students' understanding of Indonesian culture. In addition, traditional Javanese toys are also able to facilitate students in practicing language skills, both verbally and nonverbally, in more communicative situations. This study concludes that traditional Javanese toys can be an effective learning medium in the BIPA program in Thailand, as well as a means of preserving Javanese culture in the international arena.

KEYWORDS: *Traditional Javanese Toys, BIPA, Learning Media,; Local Culture, BIPA Education in Thailand.*

1. INTRODUCTION

The introduction of local culture in learning Indonesian for Foreign Speakers (BIPA) is an important aspect of creating a meaningful and contextual learning experience. Indonesia, as a country rich in culture, has a variety of cultural heritage that has the potential to be used as a learning medium, one of which is traditional toys (Simanjuntak et al., 2024). Traditional toys not only serve as a means of entertainment but also contain profound cultural, social, and educational values. Every traditional game certainly has a value contained in it (Salaebing & Nugraheni, 2023).

The use of traditional toys as a BIPA learning medium is expected to enrich the teaching approach and strengthen students' relationship with Indonesian culture, especially Javanese culture.

Indonesian exists internationally because several universities in Asia and Europe teach it as one of the compulsory courses (Junaidi et al., 2022). Thailand, as one of the countries in Southeast Asia that has a close relationship with Indonesia, shows a growing interest in learning the Indonesian language and culture (Ningsih et al., 2023). The BIPA program in Thailand plays an important role in introducing the Indonesian language to the Thai people as well as strengthening cultural ties between the two countries. However, BIPA learning in Thailand is often still focused on linguistic aspects, while a contextual culture-based approach has not been widely applied. The introduction of traditional Javanese toys as a learning medium offers an interactive and contextual approach that can support language learning while providing a deeper understanding of culture.

Through traditional Javanese toys, BIPA students not only learn vocabulary and language structure, but also the values, symbols, and social practices contained in the game. One of the traditional games in Java, the traditional game congklak, is better known as Dakon (Nasution D et al., 2023). Some places call it Dakon, and some call it Dakonan. This game can be used as a BIPA learning medium. By using relevant and fun media, it is hoped that students will be more motivated to participate in the learning process and be faster in mastering the language and understanding Indonesian culture. In addition, this approach also has the potential to introduce Javanese culture to the international arena, thereby supporting the preservation of local Indonesian culture.

This research focuses on analyzing the potential of traditional Javanese toys as an interactive learning medium for BIPA students in Thailand. Through this study, it is hoped that the types of traditional toys that are effective in language learning and students' responses to this culture-based learning approach can be known. This study also aims to identify the benefits of using traditional Javanese toys in BIPA learning, both in improving language skills and in enriching the understanding of Indonesian culture.

2. METHOD

Community Service is carried out to provide training in learning to understand Indonesian in Thailand through Traditional Javanese games. The activity involves people in Thailand who go through three stages, namely the preparation stage, the implementation stage, and the evaluation stage. The following is an explanation of each stage, among others.

2.1 Preparation Stage

At the preparation stage, a survey will be conducted first regarding the problems of Indonesian language learning that occur in Thailand. The survey was conducted online with several

problems that have been submitted. After the initial data is available, they will be invited to play Traditional games which will make it easier for them to communicate first.

2.2 Implementation Stage

At this stage, participants were invited to apply several games as BIPA learning media in Thailand, ranging from *bekel*, *dakon*, *gasingan*, *petak umpet*, *cublak-cublak suweng*, *gobak sodor*, and *lompat tali*. After the participants apply the game, a question-and-answer session will be held, in addition, participants are also allowed to ask questions to the speaker related to the material that has been delivered.

2.3 Evaluation Stage

At the evaluation stage, it was carried out by providing questionnaires to all participants who had participated in the activity. The filling out of the questionnaire aims to make it easier to get and follow up on learning progress after using traditional game media that has been applied to participants.

3. RESULT AND DISCUSSION

In the first stage, the researcher emphasized the initial goal to help BIPA learning in Thailand through the medium of traditional Javanese games. After identifying existing problems, SWOT is applied to ensure that the solution is on target. SWOT analysis can provide convenience to researchers, the analysis is presented in the following chart.

3.1 Preparation Stage

The first analysis carried out was to set an initial goal to help develop BIPA learning in Thailand easily. After identifying the problems that exist in the learning process in Thailand, the SWOT analysis is presented in the following chart.

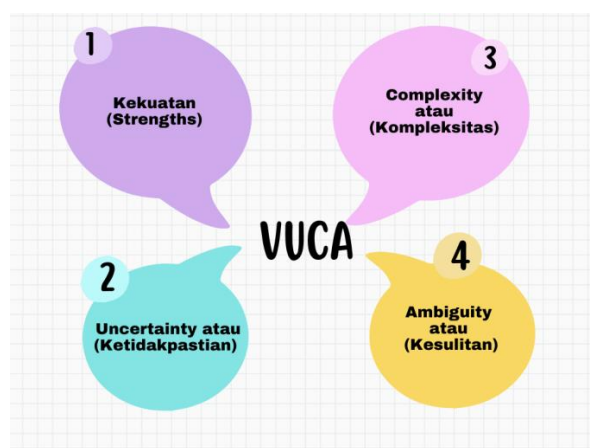


Figure 1. VUCA Analysis Chart

3.1.1 Strength

BIPA learning in Thailand, which has been attended by several participants in community service counseling activities, has superior quality. The abilities and skills that participants in Thailand have in the learning process are of course also different.

3.1.2 Weaknesses

Learning in Thailand is difficult to understand Indonesian which is easy and understandable. Traditional Javanese games are rarely known and applied in the application of learning media. So that students know Indonesian only through memorization without application and lack of interaction with each other. There is an application of VUCA that affects problems that can be discussed and solved solutions, including Volatility, Uncertainty, Complexity, and Ambiguity.

3.1.3 Opportunities

Learning Traditional Javanese games is an introduction to games for a more effective learning medium. Easy and interesting Javanese Traditional Games are one of the alternatives that can make the process of learning BIPA in Thailand easier. This is the cause of the holding of community service activities that convey counseling on the introduction of traditional toys as a BIPA learning medium so that participants in Thailand need to improve their ability or skills in communication.

3.1.4 Threats

BIPA participants in Thailand have different abilities, due to different educational backgrounds and rarely known traditional games. This affects the catchment power of each participant differently. Therefore, this problem is a threat to the success of the learning process. Based on SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, the team service provides solutions to a problem that occurs, with the direction of socialization through traditional Javanese game media is expected to facilitate the understanding of participants in counseling to increase.



Figure 2. Community Service Poster in Thailand

3.2 Implementation Stage

BIPA community service activities in Thailand are expected to attract attention and improve the BIPA learning process by introducing traditional Javanese games. Participants will be invited to think critically about solutions and problems that occur based on VUCA, namely Volatility, Uncertainty, Complexity, and Ambiguity.

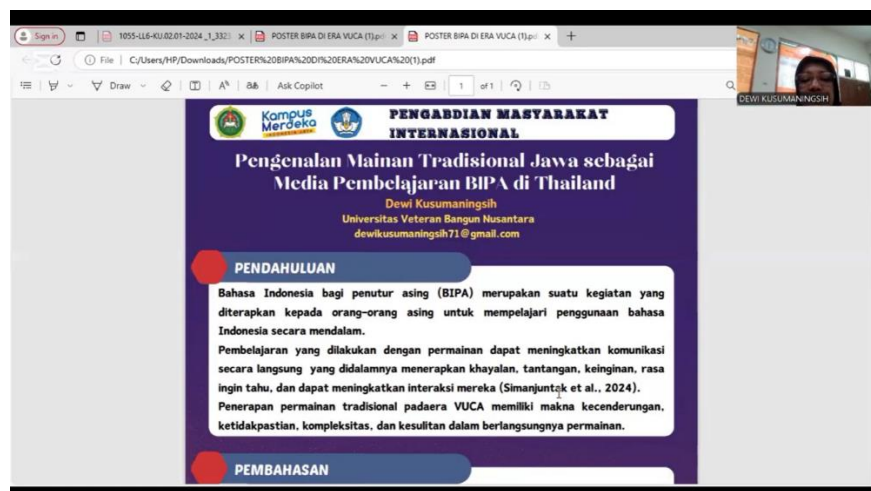


Figure 3. Community Service Presentation

At this stage of learning strategy, apply games *bekelan*, *dakon*, *gasing*, *petak umpet*, *jamuran*, *cublak-cublak suweng*, *gobak sodor*, and *lompat tali*. The application of these games has benefits, among others, it can improve speaking and listening skills, improve the ability to imitate words, expose the ability to understand commands, increase learning innovation, train fine and gross motor skills, and train to remember numbers. Through these stages, it will make it easier for participants to understand Indonesian communication easily and precisely. With the VUCA environment, it also helps to be able to produce innovative ideas that are appropriate and responsive based on the situation that is taking place (Fuentealba et al., 2023; Khan et al., 2021; Taskan et al., 2022; Yaccob et al., 2023). In this application, it will also train them to solve a problem from the game they have done. Because traditional games in each region have different rules and abstract ways of playing, so sometimes you have to be able to interpret to make decisions amid unclear situations (Ningsih et al., 2023).

3.3 *Evaluation Stage*

The last stage is an evaluation by providing a questionnaire to Thai BIPA participants. The questionnaire is given directly because it is easier and more effective in collecting data..

4. CONCLUSION

This study concludes that the introduction of traditional Javanese toys as a medium for learning Indonesian for Foreign Speakers (BIPA) in Thailand is an effective approach to improving students' understanding of Indonesian culture and language skills. The use of traditional Javanese toys creates a more interactive and fun learning atmosphere, thus encouraging the active participation of students in the learning process. With the existence of traditional games such as Cublak-Cublak Suweng and Jamuran, accompanied by songs, they will increase their vocabulary in Indonesian. In addition, there are also games Dakon, Lompat Tali, Gobak Sodor, Gasing, and Bekelan that will help players cooperate and foster their active interaction in learning.

Traditional games can also help them in gross and fine motor skills, through games that involve hand, foot, and body balance. In addition to Indonesian, they also know numbers in Indonesian with games Petak Umpet and Dakon. This culture-based approach helps BIPA students understand the Indonesian language in a cultural context, both through verbal and nonverbal aspects, which are integrated into traditional game practices. Apart from being a means of language learning, traditional Javanese toys also introduce the social and cultural values contained in them, thus increasing students' insight into local Indonesian wisdom. Therefore, traditional Javanese toys have the potential to become one of the innovative learning media and support cultural preservation in the international arena.

Thus, the introduction of traditional toys as a learning medium not only has an impact on improving language skills but also plays a role in promoting Indonesian culture more broadly in countries that host BIPA programs.

ACKNOWLEDGMENT

Thank you to the Institute for Research and Community Service of Veteran Bangun Nusantara University for funding the Community Service program. Gratitude was also conveyed to the participants in Thailand who have helped to facilitate the activity. Thank you to all the International Journals of the *Community Care of Humanity Team* for providing a place for this service article.

REFERENCES

- Fuentealba, D., Flores-Fernández, C., & Carrasco, R. (2023). VUCA bibliometric and content analysis. *Revista Espanola de Documentacion Cientifica*, 46(2), 1–13. <https://doi.org/10.3989/redc.2023.2.1968>
- Junaidi, F., Suwandi, S., Eko Wardan, N., Dwi Saputra, A., & Ramdhani, J. (2022). Learning Bipa through folktales: needs analysis of foreign students in Indonesia. *International Conference on Studies in Education and Social Sciences*, 151–158. www.istes.org
- Khan, M. M., Ahmed, S. S., & Khan, E. (2021). The emerging paradigm of leadership for future: the use of authentic leadership to lead innovation in VUCA environment. *Frontiers in Psychology*, 12, 1–13. <https://doi.org/10.3389/fpsyg.2021.759241>
- Nasution D, N., Saragi D, & Ndonga, Y. (2023). Penanaman Nilai-Nilai Karakter Terhadap Peserta Didik Sekolah Dasar Melalui Permainan Tradisional Congklak Atau Lumbung. *Jurnal Motivasi Pendidikan Dan Bahasa*, 1(4), 92–98. <https://doi.org/10.59581/jmpb-widyakarya.v1i4.1940>
- Ningsih, E. P., Putro, K. Z., & Wahyuni, R. (2023). Kampung dolanan Sidowayah wadah pelestarian “permainan tradisional” dalam menghadapi globalisasi budaya. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, Dan Ilmu Sosial*, 17(2), 263–271.
- Salaebing, M., & Nugraheni, L. (2023). Traditional games as Thailand Indonesian cultural diplomacy. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 7, 1–13. <https://jurnal.umk.ac.id/index.php/kredo/index>
- Simanjuntak, C. R., Putri, N. S., Sri, I., Sitorus, D., Banawati, N., Silalahi, J. F., & Harahap, S. H. (2024). Analysis of the use of Toba Batak Traditional games as BIPA learning media. *Jurnal Nasional Holistic Science*, 4(2), 242–249.
- Taskan, B., Junça-Silva, A., & Caetano, A. (2022). Clarifying the conceptual map of VUCA: a systematic review. *International Journal of Organizational Analysis*, 30(7), 196–217. <https://doi.org/10.1108/IJOA-02-2022-3136>
- Yacob, N. S., Yunus, M. M., & John, D. S. (2023). Global education movement: English as a second language teachers’ perceptions of integrating volatility, uncertainty, complexity, and ambiguity elements in lessons. *Frontiers in Psychology*, 14, 1–9. <https://doi.org/10.3389/fpsyg.2023.1007970>