

## Adapting to a Hard Situation: BIPA Teachers' Successful Strategies for Teaching Local Culture During the COVID-19 Pandemic

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### ABSTRACT

Teaching culture is now highly challenging for teachers of *Bahasa Indonesia bagi Penutur Asing* (henceforth: BIPA) or Indonesian Language for Foreign Speakers since it is conducted online during pandemic. Several strategies had been offered by numerous researchers and educators to be applied in BIPA teaching yet the results remained unsatisfactory. Thus, this study aimed to explore the strategy used in teaching local culture by BIPA teachers during online learning. Using descriptive qualitative design, researchers recruited thirty-three BIPA teachers who have experience teaching local culture for one year. They came from Indonesia, Malaysia, Switzerland, and Philippines. Triangulation data were applied by distributing the questionnaires, conducting online classroom observation, and doing in-depth interviews. After all data were gathered, researchers followed the Miles and Huberman flow model for analysis. The results showed that BIPA teachers had limited time and interaction in the hard situation during the pandemic, therefore, teaching local culture by using online platform as one of the solutions since the students cannot interact directly with Indonesian speakers was worth to conduct. To support teaching local culture, BIPA teachers implemented three strategies, including watching cultural video shows, simplifying reading, and providing foreign students with more role-playing activities to engage with local cultures material. These strategies adequately assisted them in understanding the concept of Indonesian local culture and supported their communication ability with Indonesian speakers.

### 1. Introduction

*Bahasa Indonesia bagi Penutur Asing* (henceforth: BIPA) research is prominent to be conducted in online learning. Attention to this issue has been developed in the area of speaking, teaching materials, cultural materials, language test for BIPA, and its learning design. In terms of speaking ability of BIPA students, it increased by engaging role-playing strategy, simple dialogues about daily life, and telling some stories on Zoom (Faiza, 2021). Then, effective teaching materials is also necessary to support learning strategy use not only in offline classroom, but also during online (Rofiuddin et.al, 2021; Violensia, 2021; & Asyah, 2021). In addition, the preparation of BIPA teaching materials should also refer to one of the curricula used by BIPA stakeholders and in accordance with their levels of language abilities. Nurlina (2020) stated in her research findings that the speaking materials in BIPA is more effectively taught when it includes cultural elements. Another important point in

her findings is the combination of cultural material and the function of communication in BIPA learning activities. Thus, there is no separation between cultural and language materials in BIPA learning.

Different from the previous-mentioned, there are several challenges found in BIPA during online learning. According to Susandi (2022), the challenges are the various background of the students' country of origin, students' learning styles, students' first language, cultural differences, and the adaptation process of BIPA students. It indicates that teaching culture turns to be a defiance in online learning because it does not only criticize cultural behavior and its object, but also shape the students' behavior and interprets experiences in learning BIPA (Susandi, 2022; Suyitno, 2008). Therefore, it is imperative to use learning strategies needed by BIPA students during online learning.

In line with Islam (2022), a strategy that can be used in learning BIPA during online is providing effective learning platform. Students might not learn the culture directly into the social environment or can not communicate with Indonesian speakers, thus, selecting the appropriate online platform for BIPA is crucial to avoid students from limitations such as distance and interaction. Likewise, the use of effective learning platform during online must be adapted to the BIPA curriculum so that students can achieve the learning objectives. Connecting to the previous discussion, Ismail (2022) proposed a strategy to teach culture in BIPA by introducing language variations such as formal and informal language to BIPA students. In a nutshell, BIPA teachers must provide meaningful learning strategies so that the aim of communication can be achieved by the students.

The implementation of teaching culture in BIPA so far is very diverse. Purwono and Asteria (2021) integrate writing in BIPA classroom by introducing folklore in Indonesia. The result showed that the BIPA students get more engaged about culture by learning folklore. Similar with Ariani (2019), she also introduced local culture to BIPA students by creating Balinese products in the form of Canang Sari. In addition, Ulumuddin and Wisamanto (2014) incorporate local culture of Central Java into the teaching materials they develop to build supportive environment in learning Indonesian.

On the other hand, teaching culture in BIPA classroom is currently undergoing significant adjustments in its implementation. Research founded by Fitriyah and Andayani (2022) stated that the implementation of learning BIPA is more effective privately with one student-one teacher. This aimed to maximize the learning results. The integration of cultural materials is crucial since learning grammatical in BIPA does not adequately meet the students' needs. In addition, learning BIPA during online could not be conducted maximally due to the diversity of local time in Indonesia and abroad. From this phenomenon, the stakeholders and BIPA practitioners are required to improve the strategy for the continuity of BIPA.

Meanwhile, the shortcomings exist in learning BIPA are the small portion of the cultural materials, the low use of learning strategies, and the lack of involvement of Indonesian speakers to introduce culture to students. Then, the offer of effective learning strategies in teaching culture needs to be conducted for further observation so that teacher can design effective methods, techniques, teaching materials, and integrative teaching procedures related to culture and Indonesia language. Therefore, BIPA stakeholders must pay attention to aspects of cultural teaching in BIPA curriculum (Suyitno, 2008). This is in accordance with the previous theory which stated that the relationship between culture and language was highly complex and cannot be separated from one another. Research on this issue is also noteworthy to

conduct. By recruiting thirty-three BIPA teachers from Indonesia, Malaysia, Switzerland, and Philippines, it is expected to provide more information on how BIPA teachers integrate cultures in online learning. In broader significance, the findings of this research may be useful for foreign students who need to learn BIPA more strategically.

## 2. Literature Review

### 2.1 Teaching Culture for BIPA

Most of the studies stated that teaching BIPA is never separated from cultures (Suyitno, 2007). Although the main goal of teaching BIPA is to make the students able to speak Indonesian, besides, BIPA students must also understand and be able to accept local cultures in Indonesia which they can use to build communication appropriately in the community. Challenges might arise during teaching BIPA. Beside the previous-mentioned, different characteristic and background of the students can be problematic as well (Nurlina, et.al., 2020). This is in accordance with Tjahyadi (2019) who stated that teachers must teach Indonesian culture and how they use in the society, for example, Indonesian people tend to like greeting other people they meet, such as “*where are you going? You look great this morning*” and other personal matters. These situations can be extremely different and impolite for BIPA students coming from western countries (Arybowo, 2010) since the culture between western and asia are quite distinctive. This matter surely requires to be known by BIPA students to avoid misunderstanding in meaning (Amalia, 2018). To respon this situation, teachers' maturity in conducting good cross-cultural understanding must be built during the process of learning (Wardhaugh, 2006). Thus, there will be no fatal cultural shock for BIPA students due to their incomprehension in adapting Indonesian language to the real environment in society (Sari et al., 2021).

### 2.2 What BIPA Teachers should Know?

Stated in the previous discussion that there are various challenges in teaching culture such as the diversity of students' country of origin, their language structure, and learning styles that demand them to learn BIPA harder (Susandi, 2022). Moreover, the facts reveal that the little amount of cultural content taught, the teachers' inconsistent use of the same learning techniques, and the absence of experts teaching BIPA turned out to be the shortcomings in teaching BIPA (Suyitno, 2008). To fill these gaps, exploring teaching the local culture in learning BIPA is necessary, including the learning strategies, materials, and learning sources. However, there are some studies that have been done on the effectiveness of language learning strategies in general, and many of the strategies discussed in these studies can be applied to learning BIPA as well (Maharani & Laksono, 2021; Ismiatun, 2022) such as setting clear goals, active

engagement, immediate feedback, repetition, and practice, and incorporating technology.

In the sequel, choosing the appropriate learning materials and sources is crucial in learning BIPA because it can affect the effectiveness and efficiency of the learning process. Materials that are not appropriate for the students' level or do not align with their learning goals can lead to confusion, frustration, and lack of progress. On the other hand, materials that are well-suited to the students' level and align with their learning goals can help them to understand and retain the information better, resulting in faster and more effective learning. Additionally, choosing credible and reliable sources can ensure that the information provided is accurate and up-to-date (Hakim, 2020). The nature of the general pattern in question is the type and sequence of activities used and entrusted by teachers and students in various learning events (Jubhari et al., 2022). Thus, the strategy refers to the characteristics of a series of teacher-student actions in offline and online teaching and learning.

Studies on local culture have been studied by myriads of researchers. Diah and Setyaningrum (2018) asserted that local culture is one of the components that gives the students identity as a special community that exists among the nations of the world. Therefore, it is deemed necessary to raise awareness for every second language learner to better understand the local culture of the people who speak the language they are studying.

### 2.3 Implications of Research

Due to the current pandemic conditions, learning has switched one hundred percent to online including BIPA. Although it is not easy, online learning conducted for BIPA requires the teachers to be able to use the most appropriate strategy in online teaching so that they can transfer their knowledge optimally and put it into practice (Lavasaki & Faryadres, 2011).

Studies related to local culture have been carried out by numerous researchers in a comprehensive manner. Krasniqi (2019) states that language learning must always be related to local cultural content that applies to speakers in form of gestures, tone of voice, and choice of words when communicating. Nurlina et al. (2020) mention the importance of incorporating is highly needed since BIPA students might have distinction culture with Indonesia. It is intended that the provision of local cultural materials can generalize the perceptions of BIPA students regarding communication norms that are in accordance with local culture.

Local cultural studies also have significant value as an effort to overcome moral crises and anticipate changes in global culture that are increasingly fast (Rachman, 2021). Local culture is indeed very instrumental in protecting the existence of a community's identity so that it does not necessarily disappear due to the influence of other cultures

(Arybowo, 2010). Through the introduction of local culture to BIPA student, students are expected to learn the characteristics of cultures and apply them to Indonesian speakers.

To sum up, implications of this study are to enhance the students' understanding on local culture by implementing the most appropriate learning strategies, materials, and sources. Understanding the cultural context in which a language is spoken can help students to use the Indonesian language more effectively and appropriately. Then, incorporating cultural elements into the curriculum can make the learning experience more engaging and interesting for students. By studying local culture, students can learn about the perspectives and experiences of people from different backgrounds, which can promote cultural understanding and mutual respect. At last, understanding the local culture would help students to interact with native speakers more effectively and appropriately, as well as to adapt to the local environment if they visit or live in the country where the language is spoken.

### 3. Method

This study aimed to explore the strategies used by BIPA teachers in teaching local culture during online learning. Researchers employed a descriptive qualitative approach in which thirty-three BIPA teachers, from Indonesia, Malaysia, Switzerland, and Philippines were involved as participants of this study. Thirty-one of them now currently live in Java and the two of them are out of Java. They were selected with a minimum of one year teaching BIPA using a convenience sampling so that the objective of this study can be achieved.

The participants filled up the questionnaires consisting of nine items and captured three classifications, i.e., teaching materials, teaching obstacles, and teaching strategies during online BIPA learning. After that, researchers took seven participants using purposive sampling for interviews session. This step was emerged to obtain more detailed information in relation to the strategies used by BIPA teachers in teaching local cultures during online learning. In addition, data sources can be obtained from various literature studies related to the research to develop learning design. In addition to collecting data through questionnaires and interviews, the researcher also conducted observations into the online classes of several BIPA teachers who still had classes during this research. This class observation serves as data triangulation and matching between participants' answers to questionnaires and interviews. Thus, the results of this data collection are unlikely be subjective.

The data of this study were analyzed by following Miles and Huberman's flow model (Miles & Huberman, 2007) that focus on how a natural setting unfold one's behaviour. In this context, the model was applied by studying the learning BIPA on the strategies

used by BIPA teachers. Data analysis were done to determine the types of media and learning materials, the challenges of BIPA online learning, and the analysis of strategies used by BIPA teachers when teaching cultural materials in online mode. This was begun by data collection, including observation and interview. After collecting data, data reduction was taken by analyzing data in accordance with the formulation of the problem and omitted unnecessary data. Data reduction step in this study consisted of identification, classification, and codification. Researchers tried to check the validity of research by first doing re-observation and the expert triangulation.

#### 4. Result

Based on the data collection process conducted in the field, the following are the from thirty-three participants. The presentation of research results is be described in the form of tables and descriptions of real conditions in the field. Moreover, the results of the study also combine findings during observations and in-depth interviews with participants regarding the introduction of local culture in BIPA classroom during online. Triangulation of the presentation of this data is important in order to avoid the subjectivity of the data obtained from the results of qualitative research (Miles & Huberman, 2007).

##### 4.1 The Type of Learning Media Used by BIPA Teachers during Cultural Teaching

Determination of local cultural teaching media in learning BIPA is substantial by doing the students' need analysis. Thereafter, BIPA teachers can map out what teaching media are most likely to be used according to the students' living situation since not all countries are supportive for teaching online.

BIPA teachers as the participants in this study are 75% from lecturers at universities in Indonesia. In addition, there are also teachers from overseas, the Ministry of Education and Culture's BIPA, and the independent BIPA program. They have their own styles in choosing and using teaching media for local cultural materials during online learning.

During this two-year pandemic period, teachers used various learning media as shown in [table 4.1](#)

**Table 4.1** Online Teaching Media

Teaching Media	Amount
Zoom, G-Meet, Skype	32 (97%)
G-Classroom, Edmodo, Moodle	13 (39.4%)
Own Teaching Media	3 (9.1%)

Based on the [table 4.1](#) table, it can be explained that 97% of BIPA teachers use teleconference media in

the form of *Zoom, Google Meet, and Skype Applications*. Meanwhile, there are only 39.4% of teachers who use online learning management system such as *Google Classroom, Edmodo, and Moodle*, while 9.1% of BIPA online utilize *Learning Management System (LMS)*.

The reason why BIPA teachers in online learning prefer to use teleconferencing applications in conducting learning is due to the easiness and effectiveness of teleconferencing applications as media for synchronous learning with their students. In addition, the material presentation is also easier and faster to acces. Material related to cultural learning can also be delivered easily by BIPA teachers during online learning.

BIPA Teachers who participated in the in-depth interviews also asserted that using the *Zoom* teleconferencing application is similar to teaching in a conventional classroom. The intended features are a white board for writing, a breakout room for working in groups, and being able to display various kinds of learning files using the share screen feature. Therefore, *Zoom* is the most widely used application by teachers when teaching local culture in BIPA online classes. This can be seen from the answers of BIPA teachers when interviewed as follows.

*“Zoom is the most fully featured and easier to use than other media...”*

[RTM/MKI/1]

*“I might choose to continue using zoom to teach because I can divide the class into breakout rooms if the class has a lot of students...”*

[RTM/AL/1]

It is also unavoidable; teachers should master online teaching media during the covid-19 pandemic. This is due to the increasing loss of class boundaries between teachers and students so that they can continue to carry out learning both synchronously (Talpur et al., 2021).

Thereupon, it is undeniable that there are still some limitations in learning BIPA today. The results of observations in online classes shows that the students were lack of engagement during the online class and could not maximally be conducted to transfer knowledge.

Even though cultural learning through BIPA has a lot of limitation, BIPA teachers argue that teaching local cultural materials is still considered very important to be included in learning BIPA during online learning. This can be seen in [table 4.2](#) which shows that 78.8% of the thirty-three BIPA teachers think that teaching local culture is very important.

**Table 4.2** Importance of Teaching Local Culture

No	Opinion	Amount
1	Very important	78.8%
2	Important	18.2%
3	Quite important	0%

The importance of teaching local culture is in line with the opinion of (Amalia, 2018) who stated that cultural aspects were very important in the use of language when they communicated with the surrounding community. Every language user in this world cannot be separated from the cultural role commonly used by speakers of the language. Therefore, teaching cultural materials cannot be separated from BIPA. This is supported by the answers of BIPA teachers in in-depth interviews which was quoted as follow.

*“Learning cultural material is definitely a must and should be incorporated into my lessons...”*

[ITLC/EN/2]

*“Sometimes it is difficult to teach culture in zoom but it is still necessary and must be done ...”*

[ITLC/CA/2]

78.8% of the participants strongly agree that local culture must still be taught by teachers so that the language production of BIPA students cannot be separated from the element of politeness that is appropriate and applicable in society. Foreign speakers will be easier to socialize with native speakers when they are able to adjust word choices based on the politeness element in society (Arybowo, 2010).

Furthermore, to support the importance of teaching local culture in online classroom, participants in the study also mentioned that the majority of them used local cultural teaching materials in the form of cultural videos obtained from several sources. This can be seen from the results of the questionnaire in table 4.3.

**Table 4.3** Types of Learning Sources in Teaching Local Culture

No	Learning Sources	Amount
1	Other Author's Textbooks	60.6%
2	Self-Written Textbook	51.5%
3	Cultural Videos from YouTube	87.9%
4	Self-Made Cultural Videos	21.2%
5	Cultural Props from Other Sources	51.5%
6	Self-Made Cultural Props	15.2%

The selection of learning sources chosen by the participants is based on the rule where they can choose

three learning sources in teaching local culture. From the results of the questionnaire, it was found that there were twenty-nine BIPA teachers or 87.9% of the total participants who answered that cultural videos from other sources were their main choice when teaching local culture in online classes. In addition to that, BIPA teachers also chose textbooks from other authors and textbooks written by the teachers themselves. The selection was based on the easiness to find sources because of the wide variety of video sources and textbooks available outside. In line with that, in an interview with a BIPA teacher, he also mentioned the same thing as quoted below.

*“...cultural videos on YouTube have more options and it's quick to use because I can't make my own video....”*

[TLCTM/EA/3]

*“Sometimes the theme of local culture that you are looking for can be typed directly on YouTube...”*

[TLCTM/MNA/3]

*“I have my own local culture teaching materials but they are not as complete as those in other writers' teaching materials. So, I combined them...”*

[TLCTM/CA/3]

This means that the use of cultural videos is more effective in building cultural knowledge for BIPA students because they can indirectly watch and listen to cultural activities through Indonesian = speakers shown in videos. Snippets of local culture videos are considered sufficient to represent customs or culture that also applies in Indonesian society. However, it is better for teachers to provide additional reinforcements related to watching videos of local culture in order to produce guided thinking concepts. Thus, there will be a balance of information from the videos that students watch with information from their BIPA teachers who also act as native speakers and cultural owners.

Textbooks from other authors are also the second most common choice of learning sources used by BIPA teachers. This can be seen from the number of participants who preferred to use textbooks from other authors, which amounted to 20 participants or 60.6% of total participants. The selection of this textbook is based on the easiness and practicality in preparing it. Meanwhile, there were only 17 participants or only 51.5% who answered that they wrote local cultural learning sources themselves to support BIPA learning. Self-written textbook is considered necessary to obtain additional information from other textbook sources. This statement can be seen in the interview as quoted below.

*“...the cultural material from the author's source is better and there are suitable examples...”*

[TLCTM/EP/3]

*"Teachers should not only use one book, but they must be compared more than one book, right..."*

[TLCTM/AL/3]

Meanwhile, from thirty-three participants, there were only 5 participants or only 15.2% who used self-made cultural props in online learning. This is based on the experience of BIPA teachers during online learning who explained that cultural props such as traditional clothes, cultural tools such as *batik* or other cultural tools are more practical to buy or borrow from others because the quality and accuracy of cultural objects are better than the props. This is supported by the results of extracting data through interviews with participants in the accounts below.

*"Well, I like to show more concrete cultural objects such as borrowing traditional clothes from other places and sometimes I also borrow batik or typical fabrics from various regions..."*

[TLCTM/EN/3]

**Table 4.4** Learning Materials in Online BIPA Learning

No	Learning Materials	Amount
1	Giving reading material the day before class starts	51.5%
2	Simplify reading	69.7%
3	Make a transcript of the video content	27.3%
4	Giving extra time outside the class schedule	9.1%
5	Make a class deal	6.1%
6	Self-Made local cultural materials	75.8%
7	Using additional applications besides <i>Zoom</i>	48.5%

Based on the results of data collection related to the materials chosen by BIPA teachers during online learning, 75.8% participants answered that the best solution to build cultural learning is by making suitable local cultural materials with the needs of their students. In addition, simplifying reading is also the second most common choice because it is considered capable of providing efficient time for students with a short study duration. This helps students to quickly understand the material because the word choice and sentences in the reading has been adjusted to the students' abilities and the duration of their study hours.

The strengthening of opinions regarding teacher solutions when teaching is also shown when participants answer interviews as shown below.

*"Usually in conventional classes I use books with complex readings because I can correct their reading quickly in class. In contrast to classes, to correct each student's reading alone can take a long time and can't be fast..."*

[SRL/MKI/7]

The selection of the solution is indeed based on the needs analysis recorded by the teacher before the program starts. This happens in order to make the local cultural material taught is not in vain and will be used by BIPA students in real life. In addition to the students' need, participants also answered that the second-best solution in overcoming obstacles is to simplify reading materials related to local culture. The reading materials are given to BIPA student before the material is discussed in the classroom. The purpose of providing these reading materials is to make BIPA aware of studying the upcoming materials.

The use of objects that represent local culture can indeed help BIPA students to know things related to local culture directly. In addition, teachers can also directly demonstrate the use of costumes from various regions in Indonesia to be shown to students. The consideration of BIPA teachers to use local culture teaching materials during online classroom is based on the suitability of local culture teaching materials with the needs of BIPA students to facilitate the learning process. This is evidenced in [table 4.4](#).

**Table 4.5** Determination of Local Culture Teaching Materials

No	Determination of Teaching Materials	Amount
1	Easiness to Use	39.4%
2	Availability of teaching materials in media	27.3%
3	The suitability of the material with the original condition	45.5%
4	Suitability of teaching materials with students needs	81.8%
5	The attractiveness of local cultural teaching materials	30.3%

From 33 participants who have filled out the questionnaire, 81.8% of participants stated that the adjustment of teaching materials to the students' needs is the main thing in teaching local culture. This means that teachers must analyze BIPA student first. After the analysis is intended, teachers can map out what local cultural materials needed by BIPA students. The excerpts from the interviews below also explain the importance of teachers in conducting an initial needs analysis.

“...the teacher team usually also conducts interviews at the beginning of the meeting or pre-class regarding what cultural material needed by BIPA students”

[DLCTM/EP/4]

These activities can be conducted by teachers in order to facilitate the preparation of local cultural materials as well. The sequence of what culture should be taught can also be mapped once the teacher has obtained the results of the initial needs analysis. In addition, 45.5% of participants stated that the use of local cultural teaching materials was based on the suitability of the teaching materials with the original conditions to be studied.

In line with the considerations of BIPA teachers in determining the teaching materials they used, they also need to pay attention to the content of the teaching materials. Based on the results of surveys and interviews to the participants, polite culture in oral communication became the main material chosen by teachers in BIPA classroom. This can be seen from 27 participants who chose politeness material as the most important material to be taught.

In addition, materials related to habits that should/should not be done, local wisdom, and special arts are the top choices as materials taught by BIPA teachers during online learning. These materials were chosen by the teachers with the consideration that although BIPA students cannot study in Indonesia directly, they are still able to understand the cultural system that applies in Indonesiawhen they come to Indonesia in the future. This can be seen in [table 4.5](#) below.

**Table 4.6** Selection of Local Cultural Materials

No	Cultural Material	Amount
1	Politeness in communication	81.8%
2	Habits should/should not be done	72.2%
3	Community local wisdom	63.6%
4	Special art in the community	63.6%
5	Ritual/religious activities	21.2%

In the results of the interview, the participants' answers showed that incorporating an element of courtesy in language learning is important and mandatory. This statement can be seen in the excerpt from the interview below.

“...the element of politeness is inherent in the choice of words in language learning. So, I shouldn't neglect this material to be taught in class...”

[SLCM/AL/5]

“They have to know about the good word choice... It's like feeling the culture in their language at the same time”

[SLCM/EN/5]

“I once had a small debate when there were students who disagreed with the concept of “Anda” “Kamu” word”

[SLCM/CA/5]

The results of the questionnaires and interviews have indeed shown that it is very crucial for BIPA teachers to include elements of polite culture in the BIPA teaching material. As stated at the beginning of research, culture is indeed an inseparable part of language because it is a form of application of culture itself in society.

The participants of this study determined that manners in oral communication as the most important material in learning BIPA. This can be seen from 81.8% of participants who chose politeness in communication. Meanwhile, the cultural materials, such as ritual and religious materials, are the lowest choice, which only chosen by 21.2% of participants. This is what stated by the participants during the interview which clearly explain why they become the lowest choice. This explanation is accounted as follows:

“...I don't think it's too important to include religious rituals in the material. Sometimes they will feel offended if something is different...”

[SLCM/MKI/5]

“... yes, it can be included as long as it is not about sensitive matters related to religious beliefs...”

[SLCM/EP/5]

BIPA students who come from Western countries are not interested in discussing the concept of religious belief. This was stated by one of the BIPA teachers who said that it was better to keep general topics rather than specific topics that caused discomfort. Therefore, materials related to manners should be the most important material in BIPA learning so that the students understand how to communicate with Indonesian speakers.

## 4.2 Challenges in Teaching Local Culture by Online BIPA Teachers

Learning BIPA in online mode has challenges both internal and external factors. This can be seen from the results of data collection regarding the difficulties of BIPA teachers when teaching local culture in online mode.

**Table 4.7** Obstacles of Learning BIPA in Online Learning

No	Constraint	Amount
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1	Limited interaction	75.8%
2	Unstable internet connection	60.6%
3	Power outage	12.1%
4	Poor audio-visual quality	54.5%
5	Student attention is not maximal	24.2%
6	Limited study duration	54.5%

Based on the table above, the main obstacle experienced by BIPA teachers during online learning is the limited interaction with students. It is stated by 75.8% of participants. Teacher cannot communicate effectively with their students especially in explaining the materials. The following is an excerpt from interviews with BIPA teachers about these obstacles.

*"...it's better to teach in offline class, in offline class the students have the opportunity to see us socializing with them directly, meanwhile when conducting the class via zoom, the interaction looks stiff and limited"*

[OBRLP/MNA/6]

*"Oh right, the attention of students also cannot be maximized because they often turn off the camera with the excuse of a bad signal. This is also one obstacle found in class..."*

[OBRLP/AL/6]

The lack of interaction in learning is also conveyed by teachers. The main problem that causes their lack of interaction is unstable internet connection. This problem can cause disruption when receiving image/video and audio receipts delivered by the students during speaking practice or when responding to questions from online BIPA teachers. In addition, another problem found in online BIPA learning is time differences between Indonesia and BIPA students' country which can even reach a 12-hour time difference. The explanation from BIPA teacher regarding time differences is shown in the quote below.

*"...I was still confused the first time I took classes because the time in Malang and the US was more than 10 hours apart. I have to teach at night and even early in the morning meanwhile its usually time for me to sleep"*

[OBRLP/CA/6]

For example, one of BIPA teachers mentioned in the interviews session that he/she must conduct the learning with students from America at 02:00 A.M because in America learning starts at 11:00 A.M local time. This condition is the main obstacle related to the performance of teachers when they teach in the early hours. Table 4.7 indicates the strategies used by BIPA teachers during teaching cultures in online mode below

shows solutions that are most widely used by online BIPA teachers so far.

### 4.3 The Strategies Used by BIPA Teachers in Teaching Culture

In this study, the teaching strategy focuses on local cultural materials in BIPA. Teachers can use the team-based learning to make online learning more effective. Learning BIPA using team-based will help teachers to manage the class easier. The role of the team is to make online learning more structured and measurable because there are two or more teachers who can collaborate and assess the BIPA students.

In this context, teachers can teach local cultural materials in an integrative manner with the language skills so that it makes the learning more efficient and communicative. In addition, local cultural materials can be taught at the same time with language materials. It can be seen from 54.5% of participants answering that the duration of effective teaching local cultures is 30% of the total learning. The participants in this study use several local cultural learning strategies as shown in table 4.8.

**Table 4.8** Strategies in Learning BIPA during Online

No	Learning strategies	Amount
1	Live lectures/explanations	69.7%
2	Cultural props show	75.8%
3	Practicing local cultural forms independently	60.6%
4	Watch documentary videos about local culture	84.8%
5	Invite cultural experts as informant in class	33.3%

Watch documentary videos related to local culture is the main strategy chosen by BIPA teachers in teaching cultural materials. It can be seen that there are 84.8% of participants who choose watching documentary videos as shown in the table above. Watching videos is an effective strategy in online learning because BIPA students cannot witness the cultural activities of the Indonesian people directly.

Through watching videos, BIPA students can practice listening skills from Indonesian speakers. In addition to that, BIPA teachers also choose showing props to BIPA students through media as their strategy so the students can see directly the cultural objects they are studying. The strategy choice is also shown in the teacher's words when interviews session as shown below.

*"The most appropriate choice is to watch videos of people communicating because there must be cultural elements that can be seen from the conversation..."*



[SBRLP/EP/8]

*“...students are often more enthusiastic when watching videos about culture. Through the videos they can hear a lot of new things, new words, and can discuss about it with the teacher...”*

[SBRLP/MNA/8]

*“I sometimes dance and my students watch it via zoom so that my students can see the culture directly from the teacher. This strategy is challenging but can attract their attention more.”*

[SBRLP/EN/8]

Although online learning has a lot of limitations compared to conventional learning, BIPA teachers must be able to create a fun classroom atmosphere. Inviting cultural experts in their classes can be one of the strategies to attract their attention so that they can discuss directly with the experts. Through direct discussion, the enthusiasm of BIPA students will increase because the experts can help students answering their questions.

Then, BIPA teachers should also prepare learning evaluation strategies during online learning. Good learning assessment can predict the achievements especially in the local cultural materials. Therefore, BIPA teachers need specific strategy to evaluate the learning outcomes of their students. The following table contains the results related to specific strategies in measuring the learning outcomes of local cultural materials.

**Table 4.9** Evaluation of BIPA during Online Learning

No	Evaluation Type	Amount
1	Giving multiple choice questions or short essays	42.4%
2	Role play	60.6%
3	Questions in a short interview	66.7%
4	Small competition in the form of appreciation of local culture	24.2%

The limitations in BIPA requires BIPA teachers to be more creative in evaluating the students' achievement. Without evaluation, the teacher will not be able to know whether the material is understandable or not. Table 4.9 shows that the there are 66.7% of teachers evaluate the students by asking questions in short interviews to measure their understanding of the materials that had been taught.

Short interviews were conducted one by one to know if the material had or had not been understood. After that, the teachers can provide feedback to the student and re-explain material that had not been understood well.

Moreover, 60.6% of teachers also measured the abilities of BIPA students through role-playing activities. The activity is designed in the form of a local cultural context that has been studied and then played so the students can get the real environment of the culture. Role playing also help BIPA student in the embodiment of the local cultural meaning they have already obtained

In the excerpt from the interview with the teachers, the researchers found one of the evaluations made by the teacher that the students liked.

*“A student of mine asked why there are no more role-playing quizzes? Because at that time I invited them to play a role in the context of buying and selling and bargaining culture. They are very happy when they know that in Indonesia they can bid easily and definitely get a cheap price when in the market.”*

[EBRLP/AL/9]

The interviews excerpt above prove that the choice of modeling strategy to learn about bargaining culture is very imprinted on the minds of students until they remember it and want to repeat the role-playing activity. Teachers can include cultural elements directly when students are invited to role-play because there are certain contexts that can be taught, especially in terms of local culture.

## 5. Discussion

BIPA learning during the pandemic has many challenges for teachers in teaching Indonesian in the local cultural context. These challenges arise from various aspects and must be mapped so that BIPA teachers can teach language and culture optimally in hard situations. In this study, researchers involved thirty-three BIPA teachers as participants to be able to find (1) types of media and learning materials, (2) online BIPA learning challenges, and (3) the strategies used by BIPA teachers in online teaching local language and culture to foreign speakers. In the process of collecting data, researchers conducted online questionnaires and interviews with BIPA teachers. The following are discussed in terms of three matters.

### 5.1 The Type of Media and Learning Materials

The results of this study show that teaching cultural materials is still very important to be included in BIPAduring online learning. BIPA teachers cannot abandon cultural materials because culture is the embodiment of the language of the speakers (Purwono & Asteria, 2021). As explained in previous research, the cultural elements in language cannot be separated in language teaching (Rofiuiddin et al., 2022). This means that teaching culture is essential to be taught to ease the students learn BIPA. It is appropriate that BIPA teachers are also proficient in explanations related to local cultural materials so that students are able to take pictures of distinctive language forms based on their cultures. A good BIPA teacher will

always pay attention to the choice of learning strategies in the classroom related to teaching language and culture to their students (Krasniqi, 2019).

As explained before, there were thirty-three BIPA teachers who become the participants of this study regarding cultural teaching strategies in online learning. They consider that the skill of teachers when using online media is a mandatory requirement during the COVID-19 pandemic. Based on their experiences, mastering teleconferencing applications such as *Zoom* or *Google Meet* can help teachers to continue teaching. Beside that, a matter of teachers' proficiency of teaching culture is also important so that students have well-constructed of culture knowledge in BIPA. This is also supported by the findings which show that as many as 97% of participants use the *Zoom* and *Google Meet Applications* for learning. In a study held by Purwono and Asteria (2021) stated that students' skills in using teleconference applications also contribute to the smoothness of the BIPA learning process. Without these skills, for the BIPA students may not be able to gain comprehensive and good knowledge of learning language and culture (Hakim, 2020).

The selection of teaching local cultural in BIPA is determined by the analysis of the initial needs of BIPA students. BIPA teachers analyze their students' initial needs before they develop a learning strategy for the local cultural materials. The analysis is done in order to make sure that material taught is in accordance with the targets to be achieved by BIPA teachers and students. In this context, cultural materials include manners, manners in communication, and local wisdom become the main material that can be taught through online learning in accordance with the results of the need analysis. Based on to these facts, mastery of teleconference applications such as *Zoom* and *Google Meet* make the teaching process run more effectively.

## 5.2 The Challenges of BIPA during Online Learning

Although learning activities are done through online platforms, it does not mean that teachers exclude the introduction of local culture in BIPA learning. The local culture must still be included in learning because the use of a language is never separated from the cultural materials of language speakers (Pratama, 2021).

The challenges that arise in local cultural are related to the limitations of interaction during online learning (Septriani, 2021). An unstable internet connection is the main obstacle because poor signal can reduce audio-visual quality as well (Anggaira, 2022). Another obstacle is the limited time of video teleconference services such as *Zoom*. Teachers also cannot invite BIPA students to experience direct communication with the Indonesian speakers unlike during offline/conventional learning. However, teachers can still collaborate with cultural experts or cultural practitioners who can act as informants during

online learning. This collaboration is very important to do in order to support students' insights from sources other than the teacher himself (Herlinawati et al., 2022).

Therewith, another challenge in cultural learning is the inability of BIPA students to use digital platforms. In accordance with the results of Nofaie (2020) which states that distractions at home, distance from interaction, and the inability to use digital platforms properly prevent the optimal learning process. BIPA learning should indeed be carried out by teachers and students who are already able to use digital platforms well.

Based on the research results of Octaberlina and Muslimin (2020) that teachers experience discomfort when teaching because of limited direct interaction and teaching boredom. The limited interaction and boredom can be a serious challenge for BIPA teachers if an appropriate method is not immediately found to teach cultural materials to BIPA students.

In BIPA learning, other challenges are also found in the form of teacher difficulties when evaluating learning outcomes. These difficulties are caused by the instability of the internet network which sometimes interferes with the audio-visual quality of teachers in providing feedback on digital learning platforms. Willermark and Anna (2022) also stated that communication in learning has challenges in terms of very limited communication because teachers and students cannot communicate informally and naturally like in face-to-face communication.

## 5.3 The Strategies Used by BIPA Teacher during Online Learning

On the other hand, the local culture must still be introduced to the students because word choice is determined by the cultural context in which they speak (Yogha, 2021). Therefore, the best solution provided by teachers is to keep creating a learning context that is designed as if they are in the middle of a native society by using role-playing techniques in learning. Role playing is an effective type of learning strategy that makes students understand the context of conversation (Brown, 2006). Surely, a good role playing is to use a certain conversation context and according to the planned target language.

According to interview session, it can be seen that reading and listening to cultural materials can be simplified by giving the students a short reading material the day before class starts and providing subtitles for each video that is shown. As revealed in the results of Idol & Croll's (2016) which states that mapping simpler reading topics can speed up the process of students' understanding of the long reading topics they are reading. On the other hand, Eryka and Pustika (2021) found students' reading motivation increased when the teacher provided pictures and simpler reading assistance. Students can increase their

motivation in finding more information in reading when they have been stimulated with pictures accompanied by simple reading as an introduction. This strategy used by teacher to facilitate students' understanding and preparing schemata during discussions in online classes. Moreover, it provides students with limitations in cultural discussions, but teachers still must facilitate consultation related to cultural materials outside the classroom.

Beside that, the teacher also gives opportunity for BIPA students to watch a cultural video more than once so that their understanding can improve better. Several teachers also stated that watching video was the most favorite part of student's activity during online learning. They stated that by watching cultural videos, their knowledge about Indonesian culture can be improved well (Zainal & Zainuddin, 2021). It implies that cultural videos ease the students to recognize cultural values indirectly through interesting audio-visual shows.

Giving questions in the form of short interviews by the teacher is an effective evaluation to measure students' knowledge of Indonesian culture (Kristanto, 2017). In this case, teachers often ask students about short questions to ensure that their knowledge of Indonesian culture is correct. Based on these questions, usually BIPA students will explain their answers quite completely.

In the results of the discussion, it was found that local cultural teaching strategies used by BIPA teachers during online learning can include (1) using teleconferencing applications, (2) simplifying reading, (3) showing videos related to local culture, (4) providing collaborative classes with cultural expert guests, (5) using measurable evaluations such as role playing in the context of local culture, and (6) conducting short interviews as evaluation. Some of these strategies are applied so that online learning can still be effective and run according to the learning design.

The direct impact that can be applied from the results of this study is that BIPA teachers have new references in designing appropriate local culture strategies during online class. In addition, teachers can also see teaching materials and media that can be utilized to introduce the local cultures.

## 6. Conclusions

Teaching local culture in BIPA, especially during online learning, requires more attentions. Myriads of studies have revealed how local culture is introduced in face-to-face meeting, including the teaching strategies, teaching materials, and learning media used. The challenge in teaching local culture between offline and online learning are quite different. However, there is just plenty research that discusses the strategy of introducing culture in BIPA learning due to some limitations, and the results remain unsatisfying. Thus,

this study has filled the gap by unveiling some strategies applied by BIPA teachers in teaching local culture, i.e., watching documentary videos about local culture, culture props show, live lecturing, practicing local culture forms independently, and inviting cultural experts as informant. By implementing those five strategies, it might help BIPA teachers in teaching local culture during online learning so that the BIPA learning remains meaningful. In addition to this, the direct impact is that BIPA teachers have new references in designing strategies to introduce local cultures that are appropriate to use in online learning. Teachers can also see teaching materials and media that can be used in introducing local culture in BIPA learning.

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