

The Exploration of *Nusantara's* Local Wisdom Through *Bahasa Indonesia Untuk Kita (Bikta)* for Diaspora Children at the Indonesian Embassy in Doha Qatar

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ARTICLE INFO

Keywords:

local wisdom;
BIPA;
diaspora

Article history:

Received 2024-02-06

Revised 2024-03-05

Accepted 2024-06-28

ABSTRACT

This study explores the initial abilities of BIPA (Indonesian Language for Foreign Speakers) students and the BIPA learning process with *Nusantara's* local wisdom in the BIKTA program for diaspora children at the Indonesian Embassy in Doha, Qatar. This research has an urgency in exploring *Nusantara's* local wisdom through BIPA learning. This is based on the concern that the diaspora of Indonesian children in Qatar has minimal knowledge of Indonesian culture. Through this research, it is hoped that it can contribute to developing Indonesian insights through the exploration of *Nusantara's* local wisdom through BIPA learning. The method in this study uses qualitative research. Research data collection was carried out by observation, questionnaires, and FGDs for teachers and program administrators. The research results on the initial abilities of BIPA students at the Indonesian Embassy in Doha are quite varied and divided at the BIPA I, BIPA II, and BIPA III levels. The BIPA learning process explores local wisdom including traditional musical instruments, national songs, Indonesian folklore and legends, food, and Indonesian tourism.

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1. INTRODUCTION

The BIPA program is increasingly in demand by students around the world. The high interest of students in learning Indonesian is motivated by business, tourism, education, and research purposes. The high demand for learning Indonesian must of course be followed by good services and facilitation in the existing situation. Professional teachers with integrity, relevant curricula, and infrastructure, as well as the support of various parties, are important aspects in supporting the success of the BIPA

program. Exploring local archipelago wisdom in BIPA learning is significant as it not only enhances students' understanding of Indonesian language and culture but also promotes cultural appreciation, fosters a sense of belonging, and facilitates cross-cultural communication. By incorporating local wisdom, students can develop a deeper connection to the language and gain insights into the rich cultural heritage of Indonesia.

BIPA learning has its appeal, one of which is through the exploration of local archipelago wisdom in the learning process. Presenting materials such as traditional music, traditional dance, batik, Indonesian folklore, tourism, and culinary arts through several language skills aims to help students get to know Indonesia better through fun learning. BIPA learning based on local wisdom will facilitate students' understanding of language, culture, and aspects of communication (Bahtiar, 2019:30). The teacher explores the local wisdom of the archipelago when the lesson takes place and presents it through interactive media, listening, speaking, reading, and writing skills.

BIPA learning can utilize and explore media based on Indonesian culture and enrich knowledge about multiculturalism in Indonesia (Rosdiana, et al., 2023:55). Specifically, the exploration of local archipelago wisdom in BIPA learning is aimed at young students, especially diaspora children. In Ancient Greek "diaspora" in means 'spreading' or 'sowing of seeds'. This is interpreted as being driven by an ethnicity to move to a country with various purposes. Diaspora children in Qatar are children who have Indonesian lineage abroad, either from birth or moving or living in a country abroad, so they have very little insight into the Indonesian language and culture. Through exploring Indonesia's local wisdom, it is hoped that diaspora children can learn about and learn about Indonesian cultural treasures. The BIPA (Indonesian Language for Foreign Speakers) program is becoming more extensive in line with the internationalization of the Indonesian language. The implementation of BIPA programs abroad is conducted in universities, and embassies (KBRI or KJRI). In the year 2020, the BIPA learning mode transformed into online or Distance Learning (Septriani & Rustandi, 2023:14). Badan Bahasa (Language Agency), in collaboration with several Indonesian Embassies spread across several countries, has a strategic role in the development of the Indonesian language. For example, the Indonesian Embassy in Doha, Qatar, is currently holding a *Bahasa Indonesia untuk Kita* (BIKTA) which is intended for diaspora children in Qatar.

Based on data from the Ministry of Education and Higher Teaching in Qatar, the number of children attending kindergarten to tertiary education reached 2036 people. Data from the Indonesian Embassy in Doha state that there are around 17,000 diaspora in Qatar. The long duration of stay and high interaction with several communities in the country cause diaspora children to have difficulties using Indonesian. The Indonesian Embassy in Doha is working with the Ministry of Education and Culture's Language Development and Development Agency to organize BIKTA program as a solution to existing problems. Currently, the BIKTA program is attended by 126 children aged 7-15 years and is divided into 13 classes (Murtado, 2021). The BIKTA program is intended to help native and foreign speakers learn Indonesian properly through the cultural introduction and exploration of local archipelago wisdom. Previous studies have shown that incorporating local wisdom in BIPA learning can be introduced through digital platforms, such as wordwall, learning apps, jamboard to improve language comprehension. (Andriyanto, 2023: 4648)

Despite the increasing global demand for the BIPA program, there is a significant gap in the literature regarding the effective integration of local archipelago wisdom into BIPA learning, especially for diaspora children. The novelty of this research lies in its focus on exploring the potential of local cultural wisdom to enhance BIPA learning experiences for young students in Qatar, an area that has received limited attention. The primary objective of this study is to investigate how incorporating local archipelago wisdom into BIPA learning can improve the language proficiency and cultural understanding of Indonesian diaspora children. Specifically, this research seeks to answer the following question: How does the integration of local archipelago wisdom in BIPA learning impact the language skills and cultural knowledge of Indonesian diaspora children in Qatar?

This study aims to fill the existing research gap by examining the BIKTA program, which serves as a case study for implementing local wisdom-based BIPA learning. The findings will provide valuable insights into the strategies and outcomes of utilizing Indonesian cultural elements in teaching the language to young learners abroad. By focusing on the unique needs and characteristics of diaspora children, this research will contribute to the development of more effective and culturally relevant BIPA programs. Ultimately, the study seeks to offer practical recommendations for educators and policymakers to enhance the learning experience and cultural connection of Indonesian diaspora children through the strategic integration of local archipelago wisdom.

2. METHODS

This study has a qualitative design, observing learning activities in the BIPA class for Diaspora students at the Indonesian Embassy in Doha, Qatar. Qualitative research emphasizes the aspects of quality, process, and meaning, emphasizing the socially constructed nature of reality between researchers and research subjects and the problems or constraints of the situations encountered (Denzin & Lincoln, 2011:11). The primary data of this study are learning activities in the BIKTA program at the Indonesian Embassy in Doha, Qatar by observing; placement test results, teaching materials, media, and learning documentation. Observations from various data are used as a reference to find research results. Secondary data referred to is in the form of journals, books, and electronic media that are relevant to local wisdom and BIPA learning activities. Sources of data in this study were teachers, students, and the organizers of the BIKTA program, namely the Indonesian Embassy in Doha.

Data collection was carried out through class observation, questionnaires, and FGD (Focused Group Discussion) with teachers and program organizers. This research was conducted by observing four classes or three levels of BIPA for students of diaspora children at the Indonesian Embassy in Doha. Observations are carried out through online classes which will be held in 2022. Data analysis in this study involved observation analysis. Several types of qualitative research methods include: 1) involved observation analysis, the researcher is directly involved in the social setting of the research by observing the various roles of the subjects in the research (Denzin & Lincoln, 2011:18). Data validity was performed using method and source triangulation. The research design is structured to address the study's objectives of assessing language proficiency and cultural understanding among participants enrolled in BIPA programs. A mixed-methods approach is chosen to triangulate findings and provide a nuanced understanding of learners' experiences. The selection of participants is based on predefined criteria, including language proficiency levels and duration of program enrollment, to ensure representativeness and diversity within the sample.

Quantitative data collection methods include pre- and post-tests on language proficiency, standardized surveys on cultural understanding, and Likert-scale assessments of program satisfaction. These instruments are carefully chosen to measure observable outcomes and facilitate statistical analysis. Qualitative data collection methods comprise interviews, focus groups, and open-ended surveys to explore learners' perceptions, experiences, and attitudes toward language learning and cultural immersion.

3. FINDINGS AND DISCUSSION

3.1 *The initial ability of students regarding knowledge of Indonesian*

BIPA learning programs in several institutions always shows their uniqueness. Hence, this becomes an attraction for students so BIPA is growing both at home and abroad. Many BIPA learning programs have been carried out abroad so that many educators teach abroad both at the school and university levels as a form of responsiveness to an increasing number of foreign students (Amin, 2021: 1046).

BIKTA learning organized by the Indonesian Embassy in Doha, Qatar in collaboration with the *Badan Bahasa* is held annually in March-May and September-November. BIKTA is a flagship program

from the Indonesian Embassy in Doha which is intended for disabled children living in Qatar aged 6-15 years. Program BIKTA specifically teaches Indonesian for Diaspora Children living in Qatar. This program has a strategic role in introducing Indonesian language and culture to Indonesian diaspora students. Diaspora children who follow their parents in Qatar use Indonesian as a second language daily. Indonesian culture and language are needed in order not to forget their mother tongue. Some of the students will return to Indonesia or move to other countries (with parents on duty) so that parents are given special time for their children to learn Indonesian.

BIPA students at the Indonesian Embassy in Doha during this period were dominated by elementary school students with a percentage of 80%, while 20% of the other students were junior high school students. The learning process in the current program is classified based on the level of language mastered, not according to school level. This classification ensures that each student receives instruction tailored to their specific language proficiency, thereby maximizing their learning potential. Additionally, this approach facilitates more effective and targeted teaching strategies, allowing educators to address the diverse linguistic needs of the students. This is done with that schedule to maintain the learning process to the learning needs of the students.

The BIKTA program begins with an online registration followed by a placement test. After students take a placement test, students are placed in a class according to their level. The initial ability of students varies depending on the knowledge of the language obtained from their parents and family because most students have lived in Qatar since they were born. The enthusiasm of students and parents for the BIKTA program at the Indonesian Embassy in Doha is quite good because every year there is always an increase in the number of students. In the BIKTA program for the March- June 2022 period, 31 students took the placement test, but 21 students participated in the class.

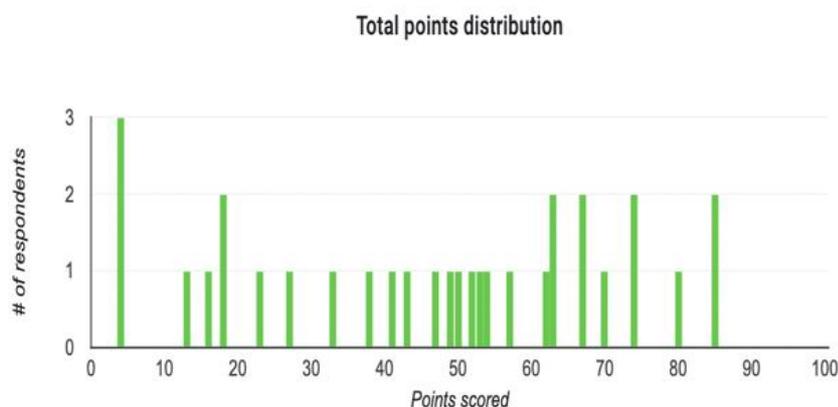


Figure 1. Results of placement test

The results of the placement test show that students are divided into BIPA 1, BIPA 2, and BIPA 3 levels. On the placement test, questions are in the form of multiple choice and short answers which include introductory material, daily activities, family, hobbies, introduction to culture, profession, color, and time, through listening and reading skills. Mostly, the students are able to speak informal Indonesian. Learners can speak a variety of informal languages more than a variety of formal languages. In level 1, learners have very limited (minimal) Indonesian language skills. The teacher starts learning from the most basic level because some students do not know Indonesian at all. These level 1 students on average come from families where one of the parents is not an Indonesian citizen. There are level 2 students who can speak Indonesian but are still limited, mostly using English. Some level 3 students have been able to speak Indonesian informally since childhood, but they lack linguistic competence, especially grammar.

"The average student can take Indonesian language lessons after school because at night they have prepared their homework and rested" (Hardika, July 2022)

Learning in the BIKTA class at the Indonesian Embassy in Doha is structured taking into account the students' time, namely in the afternoon local time after the students have finished school with a duration of 1 hour at each level. Teachers start classes according to Indonesian time at 19.00 or 15.00 Qatar time.

3.2 The BIPA learning strategies have an insight into local Indonesian wisdom

The BIKTA learning process is given twice a week for each class at each level and is carried out online through an application Zoom meeting. The character of students is very diverse, especially in class BIPA 1. In BIPA 1 class some students already have basic Indonesian language skills because they have an Indonesian family background, but not a few have started from scratch in learning Indonesian. Although constrained by time, culture, and language, learning is going very well. Students are enthusiastic when learning takes place. Students participate actively in learning through sharing experiences when visiting Indonesia and from student parents.

In the BIPA learning process, teachers are required to have comprehensive competence in managing classes, delivering teaching materials, and applying appropriate media as well as carrying out evaluations well (Mawadati, et al, 2017: 68). BIPA students have various abilities from beginning to advanced levels. The existing differences have implications for selecting material that is in line to make it easier to learn and master BIPA teaching material (Suyitno, 2008:112). Teachers can explore local wisdom using prepared learning media and teaching materials (Mawadati, et al, 2017:69). BIPA teachers sometimes encounter difficulties in building a positive environment in using the Indonesian language. Strategies are needed to effectively integrate Indonesian language and culture. Although having a bilingual environment, students are expected to demonstrate comprehensive Indonesian language skills (Tiawati, et.al. 2024:23). The BIKTA learning process cannot be separated from four skills, namely listening, reading, writing, and speaking. These four language skills are integrated with nuanced themes of local wisdom that are appropriate to the learner's level.

Exploration of local wisdom can be conducted through language and cultural aspects. In the context of language, food can be utilized as a learning media because it contains authentic aspects and practical nuances in strengthening vocabulary and language structures. Development of language skills integrated into the context of life naturally. In the context of culture and food, it opens a window to Indonesian cultural knowledge (Dewi, 2023:124). Every material taught by teachers is always linked to the socio-cultural conditions of Indonesian society. For example, in introductions, the characteristic in Indonesia is that children always kiss their hands when they shake hands with people they respect. This shows the existence of wisdom values in Indonesian society. Likewise, material regarding traditional musical instruments in Indonesia displays its characteristics as a form of introduction to the culture of the diaspora community. Material about tourist attractions with a background of folklore and culinary delights is also an added value to Indonesian insight.



Figure 2. Material about local wisdom

The teaching materials used in BIKTA learning at the Indonesian Embassy in Doha are the book *Sahabatku Indonesia* for BIPA 1, BIPA 2, and BIPA 3 Students from *Badan Bahasa* in 2019. Themes presented in the book include; BIPA 1 (Greetings, Introductions, Physical Characteristics, My Family, Daily Activities, Hobbies, and Indonesian Food), BIPA 2 (Seasons, Dream Job, Public Facilities, Traditional Market, Entertainment, and Indonesian Tourism), BIPA 3 (Activities I Like, School Literacy Movement, Legends of Tourist Attractions, and Flag Ceremonies). Apart from linguistic material, BIKTA learning cannot be separated from Indonesian culture to introduce diaspora students to more about Indonesia. BIPA learning must be connected to local wisdom and cultural values. Local wisdom can motivate students. Good cultural understanding will increase students' social sensitivity and tolerance when applying language skills (Fitriani, 2019:41).

TANGKAP LAYAR
PEMBELAJARAN JARAK JAUH BAHASA INDONESIA BAGI PENUTUR ASING (BIPA)
BAGI PEMELAJAR BIPA DOHA, QATAR
MASA TUGAS 8 MARET - 31 MEI 2022

Hari, tanggal : Rabu, 9 Maret 2022
Waktu : 19.00 - 20.00 WIB
Kelas : BIKTA IV-2
Pertemuan ke- : 1
Pengajar : Meiita Hardika

	
Gambar 1. Pengajar memperkenalkan diri dan mengenalkan salah satu ikon Indonesia, yaitu candi Borobudur	Gambar 2. Pemelajar melihat video tentang pesona Indonesia
	



Figure 3. Material about local wisdom

The teaching of BIPA (Indonesian Language for Foreign Speakers) needs to align instructional tools, technology, or media used, and develop teaching materials. Technology is advancing by applying virtual learning modes such as Gmeet, Zoom, and others (Rofi'uddin, 2021:154). BIPA learning requires integration and a touch of local cultural and multimedia content (Setyaningsih, et al, 2016: 43). Local wisdom contains several important elements including social ethics towards resource management, collective norms between communities and nature, and local knowledge in the form of life skills in

managing natural resources (Nurwicaksono, 2013:3). In addition to using youtube and book resources. Digital materials can be optimally utilized in BIPA learning which serves as a balance in the context of formal and informal learning during BIPA sessions. BIPA learning can take place in classrooms, workplaces, or community environments (Farikha, 2024:307). The teacher also uses the sites *Pinterest*, *wordwall*, *learningapp*, *languagesonline.vic.gov.au* as additional teaching material. Teachers used learning methods such as drilling, direct method, and immersive.

BIKTA students need to explore local wisdom at the Indonesian Embassy in Doha, Qatar. Extensive digital media access through teacher assistance makes it easier for students to understand Indonesian cultural knowledge. Online BIPA learning requires intensive attention. Teacher competence in utilizing digital technology is very substantial, including in selecting appropriate media during learning (Andriyanto, 2023:4642). Technology is a system used in the learning process, especially during the pandemic. Throughout the pandemic, teachers' creativity in organizing the learning process to achieve learning objectives has been crucial. The success of learning can be optimized through the appropriate use of media during the academic process (Rianto, 2022:154)

"Teachers must use lots of interactive media to teach school children so that they don't get bored because they are tired of learning at their respective schools. "Usually we use wordwall, learningapp, quizzes, Kahoot, padlet, interactive video, and so on" (Hardika, July 2022)

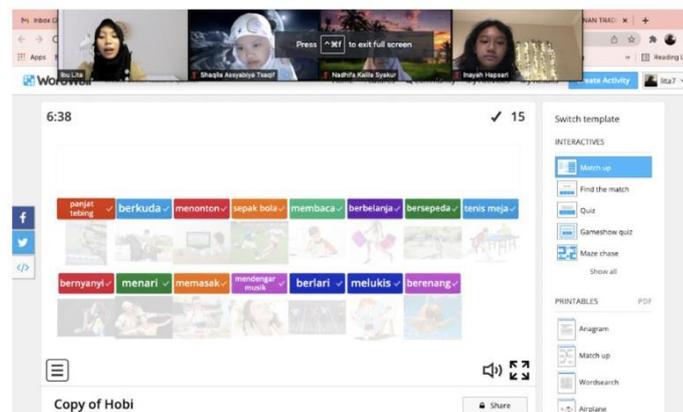


Figure 4. Interactive media in BIPA teaching

The distance or online learning process, which is thought to have few obstacles, especially internet connections, does not prevent teachers from delivering language and cultural material. BIPA learning has an important role in introducing the Indonesian language and culture to the world. In line with the existing situation, the BIPA program should be implemented with the goals and needs of students (Sari, 2020: 455). Local culture and wisdom can be used as interesting material in BIPA learning. Material containing local wisdom can be presented in learning 25 in the classroom and other supporting places as an interesting educational means (Hermoyo, 2017:125). Language is closely related to culture. BIPA learning has a strategic role in introducing culture in the archipelago. Literature can be used to achieve various materials in achieving this goal (Bahtiar, 2018: 80).

The value content of local wisdom, tourism, and literature can be integrated into learning as a means of increasing cultural knowledge (Amandangi, 2020: 164). Various scientific fields in BIPA material can be included so that students gain diverse learning experiences. Many cultural materials are integrated into BIPA materials such as in the BIPA Friends book as part of learning *Content and Language Integrated Learning (CLIL)* (Morton in Rahma, 2021). The exploration of local wisdom in the BIKTA program through the introduction of Indonesian traditional musical instruments, such as gamelan and angklung, and the national anthem aims to introduce musical instruments from their area. Students also practice singing national songs such as *Maju Tak Gentar* and *Satu Nusa Satu Bangsa*. Students are

Indonesian children, and with the introduction of Indonesian national musical instruments and songs, it is hoped that they can increase student nationalism even though they are outside Indonesia.

Learning a language also means learning its culture. Foreign workers who learn Indonesian language as a foreign language (BIPA) and work in Indonesia simultaneously interact with the local culture. For BIPA students, culturally-based BIPA books are needed (Mulyaningsih, 2023:321). Local wisdom can be used as an interesting BIPA learning resource as a means of introducing Indonesian culture through language learning (Nurwicaksono, 2013: 8). Local culture plays a strategic role as a means or medium of communication for foreigners. Local wisdom makes customs and culture a means of unifying local communities (Hermoyo, 2017: 120). Local wisdom through traditional stories has advantages as BIPA learning material. Traditional stories have universal values and can be used as fun learning media through the process of playing roles, exploring good values and distinctive culture (Nurwicaksono, 2013: 8). In line with this, the teacher also introduces Indonesian folk stories, such as the stories of Lake Sentani, *Telaga Warna*, *Bawang Putih dan Bawang Merah*, and *Malin Kundang*. Students have the final project of the program to dub (voice) Indonesian *dongeng* and legends *Telaga Warna* and Lake Toba.

BIPA learners greatly require material support integrated with Indonesian society's culture, such as traditional ceremonies, traditional foods, and folklore. These can be packaged through digital media (applications) and supported by competent BIPA instructors (Saputra, et.al. 2024:513). BIKTA students learn about Indonesian food, such as *rendang*, *nasi padang*, *tumpeng*, *satay*, *soto lamongan*, *pecel*, *pempek*, *klepon*, and others. An introduction to Indonesian food, learning about taste, texture, ingredients, provincial origins, and the manufacturing process. The BIKTA learning process is not limited to theory. Students directly cook typical Indonesian snacks "klepon" through Zoom meetings, so that students actively participate in the making process and can know the ingredients, taste, and texture.

The teaching models used by educators vary greatly depending on the subject matter being taught. Problem-based learning is applied in the areas of reading, writing, and speaking. Educators provide orientation on the topic of Indonesian culture. Learners search for information on traditional dances in Indonesia on the internet and compare and analyze the differences with those in Qatar. In the final stage, learners present their findings. Project-based learning is applied particularly in the final stages of learning, especially in the Indonesian Legends unit. Learners perform dubbing for one of the Indonesian folklore stories. They watch legend videos, create scripts, and then dub the videos. Throughout the process, educators monitor the learners' project progress and assist in correcting sentences. Educators and learners evaluate the project results and appreciate them.

Local wisdom is related to the culture and language of the archipelago. Local wisdom is inherent in various lines of cultural life of the archipelago. The diversity and richness of local wisdom can be explored and developed in BIPA learning. Dissemination of local wisdom to people in various places is used as an alternative and solution to everyday problems. Local wisdom needs to be explored, documented, and preserved through education and revitalization (Fitriani, 2019:42).

Indonesian is an attraction and even a need for foreigners to study Indonesian trade, politics, arts and culture, and tourism (Sari, 2020:449). Introducing Indonesian tourism objects and their culture is carried out through learning in the form of short videos. Many students who return to Indonesia only to visit their grandparents do not have time to go to tourist attractions in Indonesia. Even some students don't know about Bali and where is Bali. Through BIKTA learning, students are introduced to Indonesian tourism such as Prambanan Temple, Borobudur Temple, Lombok, Bali, Wae Rebo Village, Lake Toba, and others. The BIPA program has an important role in introducing Indonesia to the world stage. The BIPA program is one of the programs that foreigners participate in as students. This program aims to help students learn Indonesian with certain and even specific goals (Sari, 2020:449).

3.3 BIKTA Program Overview

The final result after the program is running is that the teacher provides tests in the form of learning material during the program. The exams carried out are not mandatory at all levels because they only

introduce and familiarize students with using Indonesian. This is also because the students are still young so there is no requirement for a written post-test. Only BIPA 3 students, a total of 6 students, took the exam questions sent by the teacher. The questions given are sent to parents via the WA group and printed before learning begins. There are many obstacles when a written test is held, one of which is that parents need to remember to print the test questions, parents don't update the information in the WA group so they know what needs to be prepared before the test.

Teachers usually provide end-of-unit evaluations with quizzes in the form of Quizzes or Kahoots. Teachers also sometimes give homework to practice writing and speaking, for example writing letters, describing something, making presentations, and recording videos when describing something, singing. Students who have basic Indonesian language skills may not even speak Indonesian at all (BIPA1), after the BIKTA program students can get to know basic vocabulary, for example introducing themselves, describing themselves and their friends, family, hobbies, and daily activities. For BIPA 2 students, after the program, they are able to redescribe tourist attractions in Indonesia, able to create procedural texts, for example how to make food.

Students who already have decent Indonesian language skills (BIPA 3), after the BIKTA program know more about Indonesia, for example about schools in Indonesia, lifestyle in Indonesia, famous figures in Indonesia, and Indonesian literature. Students can analyze short literary works such as short stories and poetry. Students can retell Indonesian fairy tales and present presentations about the differences in lifestyle in Indonesia and Qatar.

The final program exam questions contain material that has been taught during the program for approximately three months. BIPA 3 studied Indonesian tourism. Therefore, several questions related to Indonesian tourism are asked, such as Sorake Beach in North Sumatra, Lumba-Lumba Bay in Lampung, and Wae Rebo Village in East Nusa Tenggara. This aims to introduce Indonesian tourism, which many people need to learn about, even though Indonesia has great tourism potential.

"Local wisdom material for BIPA 3 can be included in the Indonesian Tourism unit, such as introducing good tourism that is not yet well known in Indonesia even though it is very good. "In the BIPA 3 books, students are also directed to get to know Indonesian tourism, such as the Wae Rebo tourism in NTT" (Hardika, July 2022).

Incorporating local wisdom material into the BIPA 3 curriculum, particularly within the Indonesian Tourism unit, serves as an invaluable educational strategy. This approach not only enriches students' language learning experience but also provides them with a deeper cultural context. By introducing lesser-known yet exceptional tourist destinations such as Sorake Beach, Lumba-Lumba Bay, and Wae Rebo Village, students gain a comprehensive understanding of Indonesia's diverse and rich heritage. Highlighting these unique locations helps to promote cultural pride and awareness among learners, fostering a sense of connection to the Indonesian identity. Moreover, such integration of local wisdom ensures that students appreciate the multifaceted aspects of Indonesia's tourism potential, aligning with the broader goals of the BIPA program to cultivate a holistic understanding of the language and its cultural underpinnings.

4. CONCLUSION

The BIKTA program held by the Indonesian Embassy in Doha Qatar in collaboration with the Language Agency is organized for diaspora children living in Qatar. The enthusiasm of the students is very good, although the initial knowledge of the Indonesian language and culture is different for each student. Placement tests are carried out to place students according to their language level, and they are then divided into BIKTA classes, levels 1, 2, and 3. The learning process is carried out online through Zoom meetings using drilling, *direct method*, and immersive. The teaching materials used are BIPA books 1, 2, and 3 of 2019. Apart from using books, the learning process also uses web media *Pinterest*, *wordwall*, *learningapp*, *languagesonline.vic.gov.au* as additional teaching material. The language skills taught which include listening, reading, writing, and speaking, are the main focus of BIKTA learning at

the Indonesian Embassy in Doha. Language skills, culture, and local wisdom are also conveyed in BIKTA learning which aims to introduce Indonesia and foster nationalism for BIKTA students. The exploration of local wisdom includes material on traditional musical instruments, national songs, Indonesian folklore and legends, Indonesian food, Indonesian tourism, and others.

In conclusion, the BIKTA program has successfully introduced the Indonesian language, culture, and local wisdom to diaspora children in Qatar, aiming to foster nationalism and a deeper understanding of Indonesia. The program's emphasis on language skills, cultural elements, and immersive learning experiences through various teaching materials has contributed to the enthusiastic engagement of students and their overall growth in knowledge and appreciation of Indonesia. Incorporating a section on future developments or improvements for the BIKTA program would demonstrate a forward-looking approach and highlight areas for enhancement. This could involve discussing potential enhancements in curriculum, teaching methodologies, or expanding the program's reach.

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