
Indonesian Language Learning Strategy for Foreign Speakers Using the Sangiran Museum: Case Study of TISOL Learners from Kokushikan University

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Abstract

Teaching Indonesian to speakers of other languages (TISOL) has been taught in 54 countries. This makes TISOL teaching must be done creatively and innovatively to succeed in internationalizing the Indonesian language. One of the interesting TISOL teaching is tourism-based teaching. This study aims to (1) explain the TISOL learning process at UPT P3B Sebelas Maret University for Japanese Kokushikan University students through the use of educational tourism at Sangiran Museum. (2) Strategy for implementing the discovery learning model in TISOL learning. (3) Implications of learning with the Sangiran Museum on motivation, learning perceptions, and improving language skills. This research is qualitative research through a case study approach. Data and data sources in this study are in the form of Indonesian language learning events at Sangiran Museum for 18 TISOL students from Kokushikan University. Data collection techniques were carried out by participatory observation and in-depth interviews with TISOL teachers. Data credibility test was conducted by triangulating data sources and triangulating methods. The results showed that (1) Sangiran Museum can be utilized in TISOL learning about tourism material in Indonesia. (2) The implementation strategy is using a discovery learning model that is applied contextually. (3) The implication of this learning raises learning motivation, improves language skills in reading, listening, writing, and speaking, and can interact with Indonesian native speakers. This research is expected to increase the scientific treasures of TISOL and its teaching strategies.

Keywords: Indonesian for non-native speakers, educational tourism, discovery learning, sangiran archaeological museum, Kokushikan University



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Introduction

Indonesian is a language with a large number of native speakers, 199 million (Kemdikbudristek, 2022). This makes Indonesian the top ten language with the largest number of speakers in the world (detik.com, 2023). This condition is a strength and opportunity for the Indonesian people in efforts to internationalize the Indonesian language in the world arena. One of the Indonesian language internationalization programs is known as TISOL or teaching Indonesian to speakers of other languages. In 2023, there are 54 countries that teach Indonesian with a total of 172 thousand active learners (Kemendikbudristek, 2023). This condition shows that Indonesian has a great interest in the international arena.

One of the countries that teach Indonesian is Japan. According to APPBIPA data (2023), the number of active TISOL learners in Japan is 4,200 learners spread across 75 Japanese universities or higher education institutions (Antaranews.com, 2023). The high interest in learning Indonesian encourages the existence of programs to improve Indonesian language skills for Japanese TISOL learners. One of these programs is the Discover Indonesia Better (DIB) Course organized by Sebelas Maret University together with Kokushikan University, Japan. This program has been implemented starting in 2023 with 24 participants and in 2024 followed by 18 participants. This DIB activity is an activity to introduce Indonesian language and culture to TISOL learners directly and contextually.

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The process of introducing Indonesian language and culture to TISOL learners is also encouraged to utilize the wealth of Indonesian tourism. This is in accordance with the TISOL learning outcomes on the theme of tourism. Kusmiatun (2021) explains that the content of the tourism theme can be found in all TISOL teaching materials from basic to advanced levels. This tourism theme encourages the introduction of Indonesian tourism to foreign learners, as well as adding insight into the Indonesianness of TISOL learners.

However, research Mussaif (2017) shows that TISOL learning still uses conventional methods, which are still based on language competence plus textual introduction to Indonesian culture. This tends to be boring and only achieves the objectives on the syllabus (Mussaif, 2017). In fact, Indonesia has great cultural wealth, such as traditional dances, puppets, batik, handicrafts, culinary, and others. This is Indonesia's potential that must be utilized in efforts to internationalize Indonesian language (Arwansyah et al., 2017).

Then, Indonesia also has enormous tourism potential which can also be utilized in TISOL learning (Handoko et al., 2019). This is related to the many tourist objects, the beauty of each tourist attraction, and even culinary tourism in Indonesia which is also very potential as TISOL learning material (Hartono et al., 2019). This aspect of tourism is an amplifier of the Indonesian language learning process so that it reaches an optimal level and can achieve good Indonesian language competence (Junaidi et al., 2017; Saddhono et al., 2020).

The potential of Indonesian tourism as part of contextualized TISOL learning has not been fully utilized. Therefore, it is important to integrate this area. Research Nurlina & Fathonah (2019) found that the integration of TISOL learning can be combined with Banyumas local wisdom. The ability to integrate this will form a communicative and contextual approach so that the tourism sector becomes part of learning. The impact that will occur is the growth of TISOL learners' motivation in learning Indonesian language and culture, as well as their desire to visit Indonesia (Mussaif, 2017).

Indonesia's tourism potential needs to be optimally utilized in the hope that the Indonesian language learning process will run better, give a positive impression, and be meaningful for TISOL pursuers. Successful learning will achieve learning objectives, namely the achievement of language skills such as listening, reading, speaking, writing, viewing, and presenting. This successful TISOL learning will support the diplomacy and internationalization of Indonesian in the world (Amil, 2020; Raharja, 2023).

To achieve this goal, it is necessary to make various innovations in the field of teaching TISOL. These innovations can be in the form of teaching materials used, models or methods applied, strategies in learning, or utilization of elements outside the classroom as part of learning activities. In this case study research, TISOL learning innovation is carried out based on the integration of educational tourism (edutourism) in Sangiran Museum, Sragen, Central Java. Sangiran Museum is the largest and most complete ancient human museum in Indonesia (Kemenparekraf, 2021). The existence of this educational tourism can be used in TISOL learning because it contains elements of culture and tourism in Indonesia, and is in accordance with the TISOL syllabus.

Tourism-based TISOL learning research has been conducted Putera & Sugianto (2021) with the title "Perceptions of Australian TISOL Students on Excursion Activities with Edu-Tourism Concepts to Pamansam Laboratory (*Persepsi Mahasiswa BIPA Australia Terhadap Kegiatan Ekskursi Berkonsep Edu-Tourism Ke Laboratorium Sampah Pamansam*)". The results of this study indicate that the perception of TISOL learners is very positive (90.5%) towards the learning concept. Positive perceptions were also shown on the concept of edutourism with a percentage of 95.7% assessing that this integrated tourism activity was very good and positive. The results of this study concluded that Indonesian language learning with the concept of educational tourism is very attractive to foreign TISOL learners.

Relevant research was also conducted Egorova (2022) with the title "Innovative Teaching Methods in a Culture Integrated English Language Course." The results of this study indicate that language learning in the modern era needs to integrate cultural elements. This is because the fields of language and culture influence each other. The study utilized museums around the world online, such as the State Hermitage Museum, Louvre Museum, British Museum, Rijksmuseum, Metropolitan Museum of Art, Uffizi Gallery, Vatican Museum. The results of this study show that these museum collections, which are studied virtually, are authentic sources of materials in English language learning.

Other research by Basarah (2024) entitled "Utilization of digital technology to improve the speaking skills of TISOL Francophone students," examines the use of digital technology in an effort to improve the speaking skills of TISOL learners. The results of this study found that the utilization of digital technology with Indonesian tourism and culture has a significant role in improving the speaking skills of TISOL francophone

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students (French speakers). The improvement is not only about vocabulary and daily dialog, but also about the content of Indonesian tourism and culture.

The novelty of this research based on previous research is in the subject, field of study, method, and object of research. This research explains the TISOL learning process conducted at Sangiran Museum, Central Java. The utilization of educational tourism is one of the novelties in this research. This research uses a case study strategy with participatory observation. Therefore, the researcher was involved in the teaching process, so the research findings are expected to be more comprehensive and representative. Objectively, the research that examines TISOL learners from Kokushikan University has never been done before. This component is expected to be a novelty and finding, and can add to the scientific treasures of TISOL and its teaching.

Based on the above background, the research problem formulation can be described as follows. (1) How is the utilization of Sangiran Museum in TISOL learning? (2) How is the learning strategy applied in TISOL teaching? (3) What are the implications of the implementation of TISOL learning for Kokushikan University students? Keep your Introduction to be very concise, well structured, and inclusive of all the information needed to follow the development of your findings. Do not over-burden the reader by making the introduction too long. Get to the key parts other paper sooner rather than later.

Teaching Indonesian to speakers of other languages (TISOL) is Indonesian language learning whose subjects are foreign speakers (Ningrum et al., 2017). TISOL learning is a process of learning Indonesian as a foreign language which is carried out in a planned and systematic manner (Kusmiatun, 2016). TISOL learners are organized based on the needs of TISOL learners. The needs of TISOL participants, according to Suyitno, are classified into four aspects, namely sociological, linguistic, psychological, and pedagogical aspects (in Kusmiatun, 2016). The sociological aspect relates to the learners of TISOL (e.g. who, with what purpose, or what results are to be achieved in learning Indonesian). The linguistic aspect concerns the characteristics of the Indonesian language that is taught to TISOL learners. The psychological aspect is the nature, attitude, and ability to learn Indonesian. For the pedagogical aspect, namely which language skills will be directed to determine the teaching steps. These components are the basis for determining (need assessment) the implementation of the TISOL program.

Educational tourism-based learning is learning that is packaged non-formally by utilizing culture, history, and natural beauty for both local and foreign communities (H. Prasetyo & Nararais, 2023). According to Riadi et al., (2020), educational tourism means a tourism program that provides a direct learning experience about a tourist area, adds knowledge, and information. According to Wijayanti (2019), the concept of educational tourism is a form of conventional learning development that tends to be saturated. Educational tourism activities include learning history, art, language, and culture. This educational tourism-based learning will encourage participants to be actively involved in learning activities (Saepudin et al., 2019).

The learning of TISOL with a tourism perspective in Sangiran Museum was carried out by considering the needs of TISOL learners. It is known that TISOL learners have an interest in the fields of culture, nature, cultural sites, and historical sites (Sari et al., 2023). This condition encourages innovation in learning based on historical tourism as a medium for teaching Indonesian language and culture (Djokowidodo & Y, 2024). The implementation of this learning was carried out directly at the Sangiran Ancient Museum, Sragen, Central Java. The implementation of this learning is in accordance with the TISOL learning syllabus about tourism in Indonesia. The competencies to be achieved are reading and listening skills of Indonesian tourism texts, as well as encouraging the improvement of speaking and writing competencies. Speaking competence can be improved through interaction activities with Indonesian speakers in the Sangiran Museum area.

The implementation of Indonesian language learning for TISOL Kokushikan University participants at Sangiran Museum is carried out with a discovery learning model. The discovery learning model is a learning model that emphasizes student participation (Prasetyo & Abduh, 2021). According to Marisya & Sukma (2020), the discovery learning model means a learning model that teaches students to be active and discover learning materials or concepts for themselves. The application of discovery learning has several syntax/application steps, namely (1) stimulation, (2) problem identification (problem statement), (3) data collection, (4) data processing, (5) verification, and drawing conclusions (generalization).

The application of discovery learning model in TISOL learning is chosen to encourage the activeness, curiosity, and information finding skills of TISOL learners. The implementation can directly lead to the interaction of Indonesian language with the community in the Sangiran Museum area. Then, it is expected that the TISOL learners of Kokushikan University have the courage to speak, skilled in listening and listening. This Indonesian language learning is done contextually. The TISOL learners were directed to explore the Sangiran Museum area. This activity is expected to produce meaningful learning (Evayani, 2020).

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Before the visit, the TISOL learners were given introductory information (stimulus) about Sangiran Museum, explanation of learning activities, and worksheets to be done. These components are part of the pre-activity implementation of discovery learning. The description of the implementation of discovery learning is described in table 1 below.

Tabel 1. Implementation of Discovery Learning in TISOL learning

Syntax	Implementation
Providing Stimulation	The stimulus given was in the form of an explanation of the Sangiran Museum in the pre-activity.
Problem Identification	Identification of problems in the form of an explanation of the Indonesian language competencies to be achieved, namely listening and listening skills, as well as improving speaking and writing skills. At this stage, observation and question and answer activities were carried out in the Sangiran Museum area.
Data Collection	The teacher or instructor asks the learners about what they observe, see and know based on the observations made.
Data Processing	The TISOL learners were asked to work on the student worksheet that had been explained in the pre-activity. The student worksheet contains information about Sangiran Museum, instructions for composing experience stories, and feelings about visiting the Sangiran Museum tour.
Verification	Verification is in the form of discussing the student worksheet that is done. The verification process also involves providing text about the Sangiran Museum, the ability to find information in the text is expected to increase.
Drawing Conclusions	The TISOL teacher gives the conclusion of the learning process. The TISOL teacher gives reinforcement about the learning that has been done, the new vocabulary acquired, and the feelings felt by the TISOL learners.

Method

This research is qualitative research through a case study approach strategy. According to Creswell (2012), case study is a qualitative research strategy by conducting in-depth exploration of a program, activity, event, process, or group of individuals. This case study research is bound by time and events so that researchers must collect data in detail and continuously (Sugiyono, 2020). This research explores the process of learning Indonesian for TISOL learners from Kokushikan University through the utilization of Central Java tourism.

The data in this research is in the form of activities in the learning process and followed up with indept-interviews with TISOL teachers. The data source is a learning event conducted at Sangiran Museum, Sragen, Central Java. Other data sources are two TISOL teachers from Sebelas Maret University.

Data collection techniques in this study were carried out by participatory observation and interviews. Stainback explains that participatory observation means the process of collecting data by means of researchers observing what is done and said, and participating in the activities of the group from which the data is to be taken (in Sugiyono, 2020). Researchers participate fully (complete participation) in data source activities and the research atmosphere is natural (Sugiyono, 2017). The interview method used is semi-structured interviews, namely interviews intended to solve problems more openly (Sugiyono, 2017).

The sampling technique was carried out with a purposive side, namely sampling based on considerations in the form of the suitability of TISOL learning events and the suitability of the informants interviewed. (Sugiyono, 2017). The data analysis technique used is interactive model data analysis. Miles et al., (2014) explained that interactive analysis means data analysis techniques that are carried out continuously until the data obtained are saturated or there are no new findings. The data analysis process includes data collection, data reduction, data display, and conclusion drawing by doing it continuously.

The data credibility test uses triangulation of data sources and methods. Triangulation of data sources was used to test the validity of interview data between TISOL teachers, while triangulation of methods was used to test the validity of observation results by following up with interviews. The procedure of this research includes (1) observation of learning activities at Sangiran Museum, Central Java, (2) conducting activities (actively involved) in learning activities, (3) documenting activities, (4) reduction and selection of unnecessary data, (5) analysis and interpretation of findings, (6) then testing data credibility, presenting data, and drawing conclusions.

Results and Discussion

Utilization of Sangiran Museum in TISOL Learning

Based on the results of participatory observation and interviews with TISOL learners from Kokushikan University Japan, it is known that TISOL learners have an interest in aspects of culture, tourism, food, and art in Indonesia. This interest becomes the basis of learning development by utilizing Sangiran Museum tourism as part of learning Indonesian language and culture. This utilization is realized in the form of a tour visit to the Sangiran Museum site, Sragen, Central Java. The competencies to be achieved are reading and listening skills. However, speaking and writing competencies are also expected to increase through this educational tour activity. The visit to Sangiran Museum is expected to build the confidence and courage of TISOL learners to interact with Indonesian people directly.

The implementation of TISOL learning in Sangiran Museum allows TISOL learners to obtain information about Sangiran Museum tourism, ancient human culture, interaction with Indonesian speakers, and meaningful experiences. This happens because TISOL learners must be able to master basic competencies such as buying necessities, asking for addresses, and others. The components of the concept can be observed in Figures 1, 2, and 3 below. The discussion will always connect to the introduction by way of the research questions or hypotheses you posed and the literature you reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where you left them at the end of the introduction.



Figure 1. Observation



Figure 2. Assignment



Figure 3. Interaction with local traders

Figure 1. shows the observation activity carried out by the TISOL learners about the life of ancient humans. In the context of language learning, this activity raises the competence of listening to explanations about the Sangiran Museum delivered in Indonesian. The explanation was delivered by the tour guide. To ensure the accuracy of the information, the TISOL learners are also accompanied by tutors/assistants who can help translate in English (in certain conditions such as information confusion, further explanation, or interpretation of information). In Figure 1, there is also question and answer activity. This encourages the formation of speaking skills in TISOL learners.

Figure 2. shows the assignment activity that the TISOL learners got after the observation. The component tested is the skill of reading information based on the text presented. The TISOL learners were asked to answer simple questions about Sangiran Museum, such as the location of the museum, when Sangiran Museum was designated as UNESCO cultural heritage, the size of the museum, the types of collections found, and why Sangiran Museum is categorized as the most complete museum in Asia. The information to answer these questions was delivered orally (in stimulation and data collection activities) and assisted with descriptive text of Sangiran Museum. This is expected to help with information acquisition, and improve listening and reading skills. The assignment activity is also accompanied by a tutor/mentor to ensure that the TISOL learners do the assignment as directed or instructed by the task.

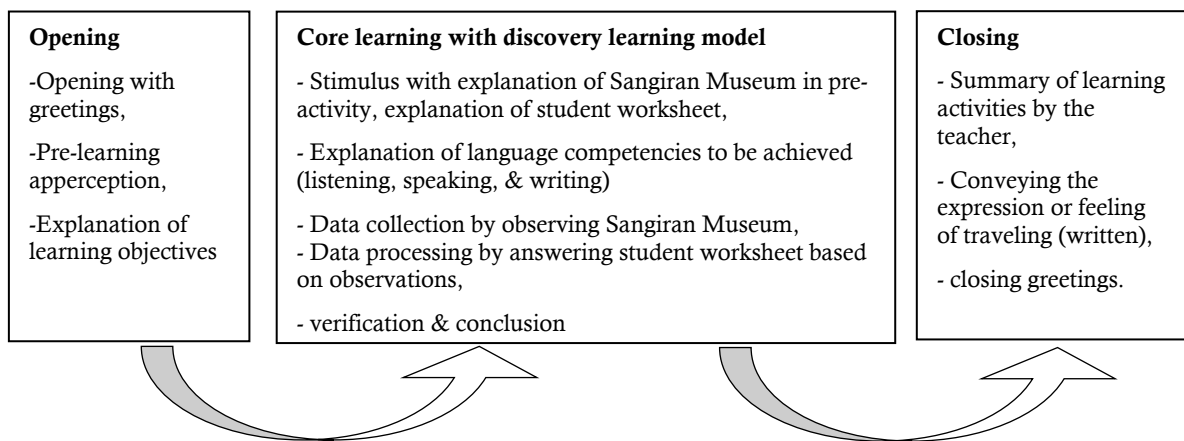
Figure 3. Shows the interaction activity between TISOL learners and local merchants. This interaction took place in the Sangiran Museum environment. The competencies that can be observed are listening and speaking skills. This interaction shows that the courage and confidence of the TISOL learners to speak Indonesian is good. Based on the participatory observation, the TISOL learners are known to understand the bargaining culture in Indonesian traditional markets. This shows that the interaction formed good Indonesian speaking skills. In the activity, the TISOL learners bargained for the seller's merchandise. This can be observed in the dialog excerpt below.

Table 2. Conversation between Buyer (TISOL Learner) and Local Traders

Tisol Student	: <i>“Ini berapa?”</i> (How much is this?)
Local Traders	: <i>“Delapan ribu.”</i> (Eight thousand)
Tisol Student	: <i>“Delapan ribu? Tidak, lima ribu... enam ribu... tujuh ribu?”</i> (Eight thousand? No, five thousand...six thousand...seven thousand?)
Local Traders	: <i>“Tidak boleh. Sudah pas delapan ribu.”</i> (No, you can’t. It’s already eight thousand)

Table 2. shows the speaking skills of beginning-level TISOL learners who traveled to Sangiran Museum. This traveling activity gives TISOL learners valuable experience to apply the information they know during the learning process, such as bargaining culture, how to bargain, and shopping activities. The knowledge about bargaining culture also makes the learners more courageous to shop by themselves without assistance. TISOL learners know where to bargain and where not to bargain when shopping.

TISOL Learning Strategy with Discovery Learning Model



Flowchart 1. Flowchart of TISOL Learning at Sangiran Museum

The TISOL learning strategy for Kokushikan University students is carried out through a discovery learning model or discovery-based learning. This discovery learning model is carried out with a contextual strategy so that the implementation of learning is carried out directly. Learning is carried out with syntax classification including opening, core, and closing. In the opening part, greetings, apperception, and delivery of learning objectives were conducted. Learning is done non-formally by involving tour guides in the learning process. In the opening part, it is necessary to pay attention to the learners' readiness to bring learning needs/tools, such as notebooks, voice recorders, pens, and others. This has been conveyed in the pre-learning activity, so that the components have been brought by each of them.

In the core part, discovery learning was applied. The implementation of discovery learning is divided into six steps (syntax), namely stimulation, problem identification, data collection, data processing, verification, and conclusion drawing. Stimulation was done by explaining about Sangiran Museum in the pre-activity. The explanation includes activities that will be carried out at the Sangiran Museum, learning needs that must be brought, technical work on student worksheet, and appeals while visiting the Sangiran Museum.

The problem identification syntax contains learning activities in the form of an explanation of the Indonesian language competencies to be achieved, namely listening and listening skills. In addition, the speaking competence of TISOL learners is also expected to improve through interaction activities with local residents, and writing skills improve through assignment activities to compose narrative texts of traveling experiences in Indonesia.

Then, in the data collection syntax, observation and question and answer activities were carried out in the Sangiran Museum area. In the data collection stage, the TISOL learners asked the informant (tour guide) about the things they observed, saw, and knew based on the observation. At this stage, the tutor/teacher became a companion to help obtain accurate information. Data collection is also done by documenting the findings digitally through their respective devices, either in the form of sound, pictures, or videos.

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In the data processing stage, the TISOL learners were asked to work on the student worksheet that had been explained in the pre-activity. The student worksheet contains information about Sangiran Museum, instructions to compose a story of traveling experience in Indonesia, and feelings of visiting the Sangiran Museum tour. The teacher/tutor plays a role in assisting to ensure that the learners work according to the task instructions.

The verification stage is in the form of discussing the student worksheet that is done. The verification process also involves giving text about Sangiran Museum, the ability to find information in the text is expected to increase. Drawing conclusions is done by the TISOL teacher giving conclusions from the learning process that takes place. TISOL teachers provide reinforcement about the learning that has been done, new vocabulary obtained, and confirm what TISOL learners feel during edu-tour activities.

The closing stage is carried out by presenting the conclusion by the TISOL teacher. Then, analyze the perception of travel-based learning activities, and end with closing greetings. The closing was followed up by collecting the learners' work.

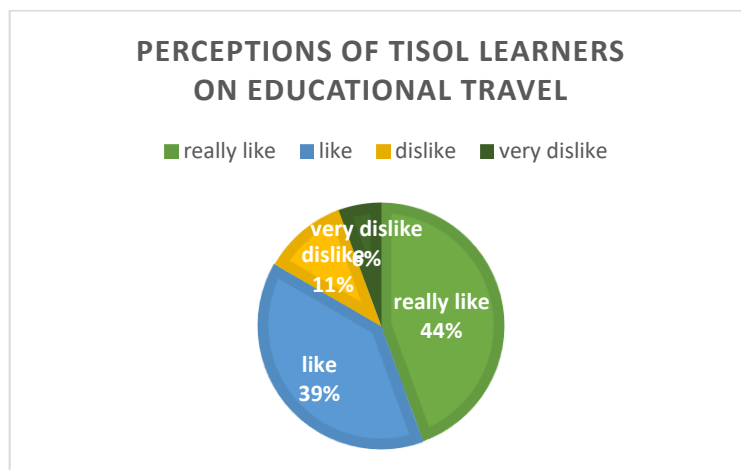
Implications of Educational Tourism-based Learning

Indonesian language learning for foreign speakers (TISOL) based on educational tourism in Sangiran Museum has positive implications, namely the improvement of Indonesian language competence, especially in the aspect of speaking. This is known based on the results of observations and interviews with informants who stated that TISOL learners can speak Indonesian fluently and well. The informants' statements were delivered in the local language (Javanese). The presentation of the interview data is presented in Indonesian. The following is an excerpt of the informant's statement.

"Ini mahasiswa Jepangnya pintar sekali bicara bahasa Indonesia. Ini tahu cara menawar dagangan juga. Ini pintar-pintar ya (This Japanese student is very good at speaking Indonesian. They know how to bargain too. They are smart." (trader, 65 years old)

The data in the statement above shows that the Indonesian speaking skills of TISOL learners, in simple speech, are very good. This understanding of the bargaining culture in Indonesia also raises the courage of TISOL learners to negotiate prices. This makes TISOL learning based on educational tourism very good to be implemented.

Furthermore, this tourism-based TISOL learning also encourages positive perceptions of Indonesian language learning. This is because one of the reasons TISOL learners learn Indonesian is to be able to visit Indonesia, travel to Indonesia, and work in Indonesia. By doing edu-tour to Sangiran Museum, TISOL learners become more enthusiastic in learning Indonesian. Data on perceptions about edu-tour activities are presented in the diagram below.



In terms of perception, the majority of TISOL learners stated that they liked it very much (44%), liked it (39%), disliked it (11%), and disliked it very much (6%). This shows that the majority of TISOL learners like tourism-based Indonesian language learning (83%). It also shows that their interest in the applied learning is very good and the applied learning strategy is appropriate.

Another implication is in the realm of knowledge and skills. TISOL learners can learn directly about Indonesian history and culture at Sangiran Museum. This can help them develop their knowledge and skills

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in Indonesian, such as vocabulary, grammar, communication skills, insights into Indonesia, Indonesian culture, and receptive and productive language skills.

Implications for productive language skills, such as speaking and writing, occur through the interaction and direct observation process of TISOL learners to their environment. This TISOL learning activity at Sangiran Museum provides meaningful experiences for Kokushikan University students. The meaningfulness is achieved from various activities carried out, such as group discussions, field observations, observations, interactions with the surrounding community, buying and selling, and others. This is expected to give a strong learning impression and motivate the spirit of learning Indonesian.

The utilization of museums as educational tourism is an interesting thing, especially in learning Indonesian language and culture for TISOL learners. Sangiran Museum, which is one of the largest and most complete archaeological museums in Asia, can increase TISOL learners' interest in learning Indonesian language and culture. TISOL learners can learn contextually and can directly interact with the Indonesian community. This is in accordance with the results of research Ardiyanti & Septiana (2023) which examines the utilization of traditional market activity videos as TISOL learning media. The results of this study show that this learning has a significant impact on the speaking and writing skills of TISOL learners. The most visible improvement is in the ability to speak informally, the use of punctuation, and conjunctions.

In this study, the improvement in the speaking aspect can also be observed in 18 TISOL learners. This is because it is known that the interaction process between the learners and the food or souvenir sellers in the Sangiran Museum area shows a positive impact. The learners understood the concept of bargaining culture in the traditional market. Therefore, the interaction of the learners with the sellers shows their speaking skills. Their ability to buy the things they need grows their productive language competencies.

Other research by Setyaningrum (2023) regarding the utilization of travel essays in TISOL learning also showed very positive results. Travel essay utilized in TISOL learning becomes a model of text preparation based on observations and experiences experienced by the author, as well as the introduction of Indonesian culture and tourism with this text learning. With regard to this research, a narrative text about the experience of traveling in Indonesia was also compiled. This proved effective in improving Indonesian sentence writing skills, as well as increasing the number vocabulary in the tourism area.

Research Hidayati & Hariyadi (2020) found that one of the TISOL learning strategies is the utilization of local wisdom culture with a scientific approach. It was found that the strategy succeeded in increasing knowledge, language, culture, tourism, and the social environment. The above research corroborates the findings of this study which also found that Indonesian culture has a role in strengthening TISOL learning. Indonesian culture and tourism encourage TISOL learners' mastery of Indonesian insights and introduction to Indonesian cultural diversity. Another impact is that TISOL learners get a learning environment that is more numerous, complex, and in accordance with the real conditions.

Research Asteria & Afni (2023) regarding culture-based TISOL learning is an effective strategy to improve learning effectiveness and TISOL learners' understanding of Indonesian culture. For example, in the development of Javanese culture-based plurilingual and pluricultural learning prototypes to assist TISOL learners in learning Indonesian language and Javanese culture. The link with this research is the content of the theme used, which is about temple tourism sites in the East Java region. Cultural and tourism themes are generally easy to use because they are visible and can be visualized in learning (Mulyaningsih & Khuzaemah, 2023).

By applying the right strategies, TISOL teachers can help TISOL learners achieve their learning goals more easily and enjoyably. One of the strategies applied is cultural-oriented learning. One form of object culture is found in many tourist sites, such as museums, temples, and others. This can encourage the formation of learning motivation, curiosity, and increased cultural knowledge (Murtiningsih et al., 2019).

The use of culture, especially that which corresponds to the learners' culture, can also improve the learning of TISOL. This is in accordance with the research of Rahmawati et al., (2023) who found that TISOL learning based on cognate culture proved effective in increasing the understanding of Filipino TISOL learners, as well as developing their enthusiasm for learning. Other research by Muzaki (2021) and Salama & Kadir, (2022) also confirmed that the use of culture is the key to strengthening the linguistic understanding of TISOL learners. Cultural context makes learning more meaningful and provides a real understanding of the application of language in conversation.

Conclusion

Efforts to internationalize Indonesian in the international arena require creative and innovative ideas, especially in the aspect of learning. One of the efforts used is the utilization of Sangiran Museum in TISOL learning. Sangiran Museum can be utilized in learning tourism materials in Indonesia. The implementation strategy can use the discovery learning model. The learning syntax includes stimulus, problem identification, data collection, data processing, verification, and conclusion drawing. The application of discovery learning outside the classroom must be carried out in a planned and systematic manner so that learning activities run optimally. The implication of the utilization of educational tourism in Sangiran Museum is that it increases the motivation to learn Indonesian language of Kokushikan University students, increasing knowledge and language skills. The most optimal skill improvement is in speaking skills. Post-learning perceptions at the Sangiran Museum show a positive opinion (83%). Thus, TISOL learning based on educational tourism in Sangiran Museum is an effective and fun learning method to improve Indonesian language skills for foreign speakers.

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