

Nature-Based Learning Design to Strengthen the Indonesian Language Learning Program at Kursus Pengetahuan Dasar Indonesia (KPDI) Davao, Mindanao, Philippines

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ABSTRACT

Indonesian Language for non-native speakers is generally taught through formal schools with comprehensive learning facilities and professional teachers. Indonesian language lessons for non-native speakers are not entirely intended for foreign citizens but are also needed by Indonesian citizens who have lived for generations outside Indonesia. As a result, they need to relearn Indonesian language and culture. Kursus Pengetahuan Dasar Indonesia (KPDI) Davao, Philippines is a program created by the Consulate General of the Republic of Indonesia in the Davao working area which aims to Indonesian descendants spread across the Davao region, Philippines. However, this program did not run optimally due to the lack of professional teachers and adequate learning facilities. Despite efforts by the Consulate General of the Republic of Indonesia in Davao to provide modules for teachers or instructors and implement monitoring and evaluation programs to ensure the learning is ongoing. This research aims to provide input on nature-based learning designs that can be implemented easily and efficiently by instructors to help improve students' vocabulary and communication skills at Kursus Pengetahuan Dasar Indonesia (KPDI) in Davao, Mindanao, Philippines. Using a qualitative approach, data collection was carried out through interviews, observation, and literature studies. The results of the research show the importance of improving modules, mentoring and providing direction to teachers to design learning methods with students-based learning approaches.

Key words: *Kursus Pengetahuan Dasar Indonesia*; Nature-Based Learning

INTRODUCTION

Indonesian citizens (*Warga Negara Indonesia* - WNI) and people of Indonesian descent in remote areas of Mindanao, especially those in the working area of the Indonesian Consulate General in Davao City, are generally in quite worrying

conditions. One of them is related to education. They do not receive adequate education. Most of the second, third, and fourth generations do not have basic knowledge of Indonesia and can no longer speak Indonesian. This condition encouraged Indonesian diplomats in the 1970s to carry out activities to eradicate illiteracy (Pemberantasan Buta Huruf-PBH), namely reading, writing, and Indonesian language skills, by appointing PBH “instructors” who came from members of the community who were considered capable or had higher education. The role of these instructors is like teachers, but these instructors generally do not have an educational background as teachers. Nevertheless, PBH activities went well enough that its function was upgraded to Kursus Pengetahuan Dasar Indonesia (KPDII). In 1977, 4 (four) KPDII were established on the Balut and Sarangani Islands. A year later, the Davao Indonesian School was established, located in Davao City, and began accepting Indonesian settler students from the KPDII. In 1980, the Consulate General of the Republic of Indonesia (KJRI) Davao City added several more KPDII, so currently all KPDII in the Mindanao region number 11 (eleven) locations, including in Laensasi, Isulan, Tupi and Kiamba.

Based on the Decree of the Head of Representative of the Republic of Indonesia Number 007/SK/KEP/1/2023 concerning the Appointment of Kursus Pengetahuan Dasar Indonesia’s Instructors in the Working Area of the Consulate General of the Republic of Indonesia Davao City, Southern Philippines, KPDII’s instructors have two main duties, namely as teaching staff (*educator*) and promoters. As teaching staff, instructors are tasked with providing teaching and learning activities about basic Indonesian knowledge and the Indonesian language (reading, writing, and speaking skills) to children of Indonesian citizens or people of Indonesian descent every Saturday and Sunday in their respective work areas. Instructors are required to make a report on teaching and learning activities every month. As promoters, the instructors have the task of helping the Indonesian Consulate General in Davao City promote Indonesia to local related parties. To monitor the development of teaching and learning activities and promotions, the Indonesian Consulate General carries out monitoring and evaluation every six months. Apart from being given an honorarium every month in the current budget year, the instructors are also given replacement transportation money when there is a meeting with the Indonesian Consulate General in Davao City.

To teach, the instructors are equipped with Indonesian language learning modules which are simply packaged and contain materials about Indonesian knowledge, such as the national anthem Indonesia Raya, the national symbol of Garuda Pancasila, the Red and White national flag, a map of Indonesia to introduce the islands and tribes in Indonesia. Additionally, basic Indonesian language introduction materials are also provided which are organized in the form of stories and conversations.

Based on the results of observations of the KPDII program in areas of the Laensasi (23 March 2024), Isulan (24 March 2024), Tupi (30 March 2024), and Kiamba (31 March 2024), researchers found that the instructors generally follow the learning

sequences from the modules. The ones who have internet access will download songs from *YouTube* to motivate students to get to know Indonesian culture. The observations also revealed that the instructors also have various challenges in implementing teaching, which can be divided into two parts, technical challenges and motivational challenges. Technical challenges include inadequate educational and teaching facilities, such as study areas, stationeries, blackboards, desks, and chairs. As a result, all students are forced to learn in one room despite their varying abilities and ages.

Motivational challenges are related to the issue of many students being unable to consistently and steadily follow the learning process. This is because students generally attend schools in their local environments which of course do not use Indonesian as the language instruction. As a result, learning Indonesian for them is like learning a foreign language. This is more complicated by the decreasing frequency of using Indonesian for daily communication within their family at home.

The situation is also made worse by study time which is often being sacrificed for parents' desire for their children to help with work. This is because their parents generally do not consider the possibility of their children continuing their education to a higher level in Indonesia. They think simply, believing their children will replace them as farm laborers or take on other similar jobs (interviews and observations on 23, 24, 30, and 31 March 2024).

From the results of monitoring and evaluation reports and observations, researchers obtained another interesting finding: the need to update *Kursus Pengetahuan Dasar Indonesia (KPDI)* modules. Additionally, there is a need for extensive sharing and training of teaching methods for the instructors. This is a major need because, as previously mentioned, the instructors do not have a background in teaching education, the Indonesian language, or other social sciences. From the four areas observed, namely Laensasi, Isulan, Tupi, and Kiamba, it was found that the highest level of education among the instructors was high school (SMA). The rest of them only have elementary and junior high school education. However, all the instructors are people who have high enthusiasm and dedication in providing teaching. For example, Mrs. Mojiba Sapati, who was 69 years old at the time of observation. Mrs. Mojica came to the Philippines at the age of 20 after she finished high school in Sulawesi. She initially intended to work in the city and continue her education, but due to financial constraints and the lack of official documents as an immigrant and foreign worker, Mrs. Mojiba ended up working as a copra laborer. Besides being an instructor, Mrs. Mojiba looks after the coconut plantation and makes copra every day. When she heard that KPDI was looking for an instructor, Mrs. Mojiba, who could still fluently sing many children's songs from the 1960s, became well-known for her active and dedicated efforts. Despite her old age, she would energetically and meticulously go around the village and along the river looking for children who skipped school. This grandmother of five grandchildren has been teaching at KPDI since 1999, took a short break, but resumed her teaching service in 2012 due to

many requests from parents, including the Church Council (interview with Mrs. Mojiba and the Head of KPDI Tupi Liaison, April 30, 2024, at 11 AM local time).

Based on the findings from observations of the existing situation and conditions, it is indeed quite difficult to provide teacher education training for instructors whose educational background is only high school, junior high school, or even elementary school graduates. In addition, because KPDI participants come from various age levels, it is necessary to consider exploring natural learning media that prioritize communication practices and can be followed by children at various age levels. From the description of the facts and findings above, this research aims to provide input on a learning-based design that can be implemented easily and efficiently by instructors to help improve students' vocabulary and communication skills at Kursus Pengetahuan Dasar Indonesia (KPDI) in Davao, Mindanao, Philippines.

LITERATURE REVIEW

Arismunandar, in his ITB Professor Appreciation speech, said that the challenge for teachers is how to explain the material well, provide the essentials in an interesting, confident way, and arouse their students' motivation. Communication and interaction in and outside the classroom greatly determine the effectiveness and quality of education. The teacher is a facilitator where students can be encouraged to ask questions; answer; talk and listen one after another. This process is an important part of the quality teaching process.

Effective communication in the learning process significantly impacts the success of achieving goals. Communication is said to be effective when there is a two-way flow of information between the communicator and the communicant, and the information is mutually responded to in accordance with the expectations of both parties. If there is effective communication between the teacher and the students during the learning process, then it can be ensured that the learning is successful. In connection with this, teachers, educators, or instructors at educational or training institutions must have good communication skills (Nofrion, 2018). According to Yasin (2015), effective communication skills include (1) the ability to understand and design information, (2) the ability to select and use channels or media, and (3) interpersonal communication skills in the learning process. Further explained by Yasin (2015) and in line with Nofrion (2018), the elements of education that involve communication are not only the subject being guided (student) and the person guiding them (educator), but also the positive interaction between students and educators in the efforts to achieve educational goals which will influence the material to be delivered. For this reason, the methods used in guidance, both in the form of media and techniques, need to be considered, as well as the attention to creating a conducive environment.

Media is an integral part of the overall learning process and must be aligned with it. Learning media is very beneficial during the learning process as it can be more engaging compared to learning without media. Learning media is one of the tools

used in the teaching and learning process to achieve learning objectives. According to research conducted by Talizaro Tafano (2018) and Lestari (2020), learning media can make the teaching and learning process more effective and efficient, as well as fostering a good relationship between teachers and students. Media can play a role in overcoming boredom in the classroom. Learning media is one of the methods to address various teaching challenges, not only solving problems but also providing comprehensive information to students. Rika Lisiswanti (2015) stated that learning media is very important in providing information or teaching, thereby increasing learners' interest so that information is easily received. Channels or media play a role in making the teaching and learning process more effective and can overcome boredom in learning. Karo-karo (2018) noted the development of the constructivist paradigm approach to learning, where the role of the teacher as a facilitator is required to meet various student learning needs through appropriate facilitation, thus the principle of media (mediated instruction) occupies a strategic position in realizing optimal learning activities. Optimal learning activities are one indicator to achieve optimal student learning outcomes. Optimal learning outcomes are also a reflection of quality education results.

The media commonly used in the teaching and learning process can be categorized as graphic media such as pictures, photos, graphs, charts or diagrams, posters, cartoons, comics, and others. Graphic media are often referred to as two-dimensional media, which have length and width dimensions. Then, three-dimensional media in the form of models such as solid models, cross-section models, stack models, working models, mock-ups, and others. Furthermore, projection models such as slides, film strips, films, the use of OHP, and others. Finally, the use of the environment as a teaching medium (Karo-karo, 2018). In line with Karo-karo, Heimich and Molenda (Aryadillah, [2019]) broadly classify learning media into text, audio media, visual media, motion projection media, replicas or miniatures, and humans themselves. Although they do not explicitly include the use of the environment, Heimich and Molenda agree that humans and their environments are among the media that can be selected. Therefore, Wirawan (2018) explained that the immersion method is the best way to accelerate language mastery, by being directly in the original environment. However, Aryadillah (2019) and Aqsor (2018) stated that the environment can also be shaped to resemble the original. Therefore, to be effective and support learning, the selection of teaching media needs to consider several criteria, including: (1) suitability with the learning objectives to be achieved, (2) appropriate for supporting the content or material that is factual, conceptual, principled, and generalized, (3) practical, flexible, and durable, (4) easy for teachers to use and master, (5) target grouping, and (6) technical quality evaluation of the media.

From various studies, it has been found that learning media is important not only to attract students' interest in learning but also to provide meaningful experiences, especially in learning languages. Layaliya's (2021) research shows that learning media is necessary during the learning process, where it would be very good to use various types of learning media, such as visual media (e.g., printed media, display

media, graphic media), audio (e.g., disc recordings, cassette tapes), and audio-visual (e.g., videos and films). Similar findings were reported by Gemilang (2020), who stated that the learning media needed for language learning must have visual and audio-visual functions. Visual media functions include cognitive, attention, compensatory, and affective functions. Meanwhile, audio-visual media can function as a focal point where students can focus on the media used, enabling them to seriously follow the lesson. However, Viora's (2021) research emphasizes the selection of language learning media by considering its nature, scope, and usage. Additionally, it needs to be linked to the availability of facilities and infrastructure at the school or those that can be arranged by the teacher. This is important because media is an intermediary for experiences related to the competencies that should develop in students with the competencies the teacher wants to develop. This means that learning media is not just tools and technology, but an aid for communication in the educational context that can be flexibly planned according to students' needs, classroom situations, and the material to be delivered.

METHOD

This research uses a qualitative approach. This approach emphasizes on the collection and analysis of qualitative data with the aim of identifying themes, patterns, and relationships emerging between concepts from the data. The qualitative data analysis is conducted interactively and continuously until saturation is reached, meaning no new data or information is obtained. Qualitative data analysis is inductive, based on data obtained from field findings. Data collection methods included observation, interviews, and literature review.

Interviews were conducted with 1 Indonesian Language Teacher for Foreign Speakers (BIPA) who was assigned to Mindanao, 4 instructors at four KPDI locations, Laensasi, Isulan, Tupi and Kiamba, as well as 2 students at learning sites. Researchers have difficulty conducting interviews with students, because the majority of students tend to be closed when asked for their consent to be interviewed. Therefore, researchers conducted interviews with students in a conversational setting with the assistance of instructor and KJRI Davao staff. The observation and interview schedules were as follows:

1. KPDI Laensasi, March 23, 2024, at the observation site: UCCP Purok Indonesia-Philippine Church, Laensasi, Glan
2. KPDI Isulan, March 24, 2024, at the observation site: Purok Landerio Church Kalawag 2 Isulan, Sultan Kudarat
3. KPDI Tupi, March 30, 2024, at the observation site: Tupi Purok El-Barangay Polonuling South Cotabato Learning Center (LC)
4. KPDI Kiamba, March 31, 2024, at the observation site: Ar-rahman Mosque Veranda, Katubao, Kiamba

The observations were not only about watching but also involved the researcher actively as a guest teacher alongside one BIPA teacher. Additionally, the researcher conducted several activities to appraise student feedback, including interactive storytelling and stimulating various ages to participate with responses in the form of words, short sentences, gestures, and movements. To facilitate the observation of feedback from students, they were divided into three age groups: 4-6 years, 7-12 years, and 13-16 years. Each piece of feedback obtained was recorded and categorized according to observation criteria.

The analysis process was conducted during April 2024. All data were analyzed using Miles & Huberman's (1994) analysis technique. This analysis consists of three concurrent activities: data reduction, data presentation, and drawing conclusions/verification. In data reduction, the researcher carried out the process of selecting and focusing on simplification, abstraction, and transformation of the data emerging from field observations. During data collection, the researcher summarized, coded, and identified themes. This entire process continued until the field activities were completed and the final report was finished. Data reduction is part of the analysis, which involves classifying, directing, discarding unnecessary information, and organizing data so that final conclusions can be drawn and verified. Subsequently, the researcher designed data presentation by limiting sets of information to allow for the possibility of drawing conclusions and taking action. Thus, the researcher ultimately obtains a set of data that can be used to answer research questions and address problems to be solved. Finally, the researcher draws conclusions and makes recommendations.

RESULT AND DISUSSION

Kursus Pengetahuan Dasar Indonesia (KPDI) is a social and cultural diplomacy program managed by the Consulate General of the Republic of Indonesia (KJRI) in Davao City. It provides educational services on national insight and Indonesian language to dense pockets of Indonesian citizens in Mindanao, Philippines. Most KPDI participants are third and fourth-generation Indonesian descendants who have lived in the Philippines for decades. This initiative aims to sustain the reinforcement of national identity and fundamental knowledge about Indonesia among these community groups.

Based on observations and interviews, the researcher categorized findings into two groups: students and instructors. For students, the findings were divided into six categories: Vocabulary, Listening Skills, Speaking Confidence, Participation and Effort, and Self-Esteem. These categories were further detailed into three age groups for each location (coded). The typical age range in each location is from 4 to 16 years. Observations revealed that generally, children aged 4-6 years attend with their parents, sit in the back rows, and only listen to the lessons. During the observations, learning activities involved not only instructors as facilitators but also guest teachers who are Indonesian Language for Foreign Speakers (BIPA) teachers.

In these lessons, both instructors and guest teachers made efforts to use Indonesian. At each location, students were stimulated by instructors and guest teachers to participate, such as imitating jumping, running, and mimicking animal sounds, as well as learning to pronounce objects around them in Indonesian. During these interactions, instructors taught in two languages, especially to assist younger students. Often, instructors translated Indonesian terms into the local language, particularly when introducing new vocabulary.

The observations also revealed that the students' Indonesian vocabulary was generally still low. They usually only memorized vocabulary taught or vocabulary found in the learning modules used by instructors. This limitation in vocabulary results in lower self-confidence and less willingness to speak. Many students need encouragement to be brave enough to speak in front of the class, answer questions, and participate in literacy activities, such as storytelling. Many students lack the courage to answer questions and struggle to recall the material. However, it is notable that most students can memorize the national anthem and other national songs well. In Isulan, for example, students could sing several Indonesian children's songs from the 1980s, such as "Bangun Tidur" by Pak Soerjono (known as Pak Kasur), "Di Sini Senang Di Sana Senang" by Mutahar, and the regional song "Gelang Sipatu Gelang." This achievement is attributed to the instructor's knowledge of Indonesian culture and their ability to convey it effectively to the students. Although most students are not yet confident enough to sing these songs individually in front of the class, they can perform them well in groups, especially when accompanied by a guitar played by the instructor.

In general, Indonesian language skills at the four KPDI Davao locations can be considered low (see the table below). The orange color indicates literacy activities presented by students are quite low. Age cannot be used as a measure of the level of Indonesian language skills. Although older students do not necessarily have higher skills. The researcher noted that at one location, Kiamba, several students aged 7-12 years had the courage and were able to respond to oral instructions quickly and well. Additionally, at two locations, Laensasi and Kiamba, older participants showed readiness and ability to absorb vocabulary well. The levels of low, medium, and high are calculated from the frequency of feedback given by students in interactive activities with the instructors and guest teachers. From interviews with the instructors, the reasons students did not participate included feeling shy about raising their hands and going to the front, fear of giving incorrect answers in Indonesian, and fear of being laughed at and considered unintelligent if they asked questions (interviews with students, March 24 and 31, 2024).

Table 1
Indonesian Language Proficiency Conditions of KPDI Davao Students

Location	Vocabulary	Listening Skills	Speaking Confidence	Participation and Effort	Self-Esteem
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	4 - 6	7 - 12	13 - 16	4 - 6	7 - 12	13 - 16	4 - 6	7 - 12	13 - 16	4 - 6	7 - 12	13 - 16	4 - 6	7 - 12	13 - 16
A															
B															
C															
D															

Description: Orange = Low, Yellow = Medium, and Green = High
(Data from Yudhawasthi, 2024)

The following description concerns the conditions of the instructor or learning facilitators at each KPDI. As previously mentioned, they are not individuals with a background in education. This situation makes it challenging for them to work professionally. Generally, they only implement what is written in the learning modules. The researcher found that some of them took the initiative to use media beyond the simple learning facilities provided by the KJRI Davao. Observations showed that all KPDI locations only have very minimal learning facilities, such as small whiteboards, markers, and erasers. The desks and chairs are generally provided by the churches or mosques where the KPDI is located. Nevertheless, the students receive notebooks and stationery from the KJRI Davao. Other than that, there are no additional learning facilities. One instructor took the initiative to use *YouTube* to play the Indonesian national anthem and find children's songs in Indonesian, although the location was limited by signal and internet facilities. Additionally, another instructor took the initiative to use a musical instrument, a guitar, to sing together. The idea of using a musical instrument seemed to make the students sing enthusiastically and enliven the learning atmosphere. Generally, most of the instructors try to use several images from the module books, such as pictures of Garuda Pancasila, the Red and White flag, and a small map of Indonesia.

From the interviews, almost all instructors are fluent in Indonesian with a local dialect, but it is acknowledged that they do not have much knowledge about the history and development of Indonesia (interview with instructor, March 23 and 30, 2024). For example, not all instructors are familiar with Indonesian history, various ethnic groups and traditions in Indonesia, or Indonesian national figures. This is understandable, as they are not professional educators. Their presence as instructors is primarily driven by the recognition of the importance of the program to "Indonesianize" Indonesian descendants born and raised outside Indonesia (Mindanao). Therefore, it is crucial to provide strong support in helping instructors convey basic knowledge about Indonesian to students in classes with a wide age range. It should be noted that teaching activities at all KPDI locations are conducted in temporary classrooms that are alternately used as churches, mosque pavilions, or in some cases, mostly in the instructors' house terraces. These spaces are not permanent buildings and are generally open spaces without walls. Classes are usually held on Saturdays and Sundays from 8 AM to 12 PM. Classes are conducted

simultaneously for all age groups, with an average age range of 4-16 years, and an average number of students is 20-30. This means that an instructor, who does not have a background in education, is required to handle students of various ages and class levels. Instructors are expected to be able to create lesson plans and teaching strategies that are appropriate to achieve optimal learning outcomes.

In reality, there is no single teaching strategy that is most suitable for all conditions and situations, even though the learning objectives are the same. What is truly needed is the creativity and skill of the teacher in selecting and using teaching strategies based on the characteristics of the students and the conditions they face. According to Yuberti, the teaching strategy chosen and used by the teacher should be based on the learning objectives set from the beginning (2013). This can be achieved if the teacher can understand and grasp the characteristics of each student and their learning types. There are various theories related to this, but humanistic theories have faced much criticism due to their descriptive nature and difficulty in being translated into practical and concrete steps. Nonetheless, educational goals are inherently ideal, and from the perspective of humanistic theory, these ideal goals help educators understand the learning process and design ways to achieve them.

In designing lessons, an integrated or holistic approach is often recommended. An integrated language learning approach is based on the reality that everyday language use, whether formal or informal, never stands alone. For example, when reading, one deals with spelling, vocabulary, and sentence structure. After reading, one might make notes or recount the material to others. When speaking or writing, one needs to choose the right vocabulary and apply proper sentence structure. Thus, it is clear that reading, speaking, listening, and writing activities are interconnected. Teachers who use an integrated language philosophy not only provide cognitive knowledge to students but also serve as models in reading, writing, and other language skills. Therefore, their classes are characterized by communication and interaction with living language (Krisandi, 2017). The implementation of integrated language learning requires adequate facilities, at the very least a library with sufficient books to meet the needs of both teachers and students. It is even better if the school has laboratories and specialized classrooms.

Krisnandi (2017) even states that integrated learning can be implemented in simple school conditions as long as teachers thoroughly prepare the necessary supporting elements. One model of integrated learning according to Krisnandi is thematic learning. Thematic learning is described as integrated learning using themes to connect various subjects, providing meaningful experiences for students. It is said to be meaningful because students learn concepts through direct experience and connect them with other concepts they have understood. Thematic learning can be applied across multiple subjects or within a single subject. For instance, in Indonesian language learning, integrated teaching is carried out by combining several language skills under one theme.

In the case of KPDI's teaching and learning situations, an instructor certainly cannot be burdened with these ideal concepts. However, an instructor is expected to explore the environment as a medium or tool to help enhance students' literacy. Types of environments as learning media include social environments, natural environments, and man-made environments (Nugrawijayanti, 2015). The advantage of using the environment as a teaching medium is that learning becomes more engaging, meaningful, and the materials studied are richer and more factual, providing more accurate information. Learning activities become more comprehensive and active because the learning sources are richer due to the diverse environments. The environment as a literacy learning medium can be formed in various activities, and instructors need to be trained in this. It is undeniable that KPDI greatly needs a variety of media, such as books, audio-visual aids, and further improvements to Indonesian language learning modules. However, despite the limitations in education and facilities, it does not mean that instructors cannot help students with enjoyable and communicative methods. Various natural materials such as agricultural products, available stones, sand, shells, and various plants can be used as learning media. Not only are these materials inexpensive and interesting, but students can also be involved in acquiring them. For example, used cloth, old trays, old bowls, seeds, twigs from gardens or yards, and many more. Students can be invited to use sand trays to write with their fingers, arrange seeds and shells to form letters and words, and engage in various nature-based activities. These activities are not only fun and encourage creativity but also strengthen the fine motor skills of students under 6 years old. These methods are much more communicative and can prevent student boredom. Vocabulary can also be reinforced through the introduction of surrounding objects used in learning activities. Another example is a Vocabulary Bag made from used socks that can be decorated and filled with various letters, numbers, and words that students have memorized and remembered. Writing can be done using scrap paper or natural material creations. Such creative media use will certainly provide challenges for students each time the class begins. Instructors can encourage progress by creating a sort of competition to quickly increase the number of letters or vocabulary.

Besides media, the researcher notes the lack of class rules or agreements that need to be communicated to students to build a shared commitment to achieving interactive learning goals. Below is a table mapping a simple program plan detailing various media that can be independently organized with instructors and students, along with support from parents. This work plan can also support the psychomotor development of students, especially those under 13 years old.

Table 2
Mapping of the Indonesian Language Learning Program Plan with Natural Material Media

CLASS RULES or	EQUIPMENT	NATURAL MATERIALS	STUDENT WORK
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AGREEMENTS		(EXPLORE SURROUNDING MATERIALS)	
<ul style="list-style-type: none"> ● Focus ● Start - Finish ● Alternate ● Complete ● etc. 	<p>Work tools:</p> <ul style="list-style-type: none"> ● Glue ● Stationery ● Ruler ● Eraser ● Sharpener ● Scissors ● Needle and thread ● Paint ● Leftover food coloring ● etc. <p>Storage tools:</p> <ul style="list-style-type: none"> ● Used tray ● Used bowls or plates ● Used shoe box ● Used jars 	<ul style="list-style-type: none"> ● Patchwork/fabric scraps ● Used socks ● Various plant parts (dried): green beans, red beans, dried corn kernels, fruit seeds, leaves, small twigs, palm bones ● Pebbles, sand ● Clay soil ● Remaining pencil sharpener ● Dry corn husks ● Various shells ● etc. 	<ul style="list-style-type: none"> ● Make a vocabulary bag ● Journal writing ● Making the first cloth Book ● Make a cloth book Together ● Make up a story ● Make paintings from natural materials ● Role playing ● Make a word guessing game ● etc.

(Data from Yudhawasthi, 2024)

Based on the observations of the KPDI location environment, the researcher has also designed a series of simple learning activities that can be applied by the instructor to enhance Indonesian vocabulary in a fun and communicative way. All activities use a student-based learning approach, where the instructor will act as a facilitators and provide a lot of indirect teaching methods. This means that students are given many opportunities to explore various Indonesian vocabulary through different experiences gained from creating work. This design can be applied to various age levels and can be adjusted according to each student's condition, allowing facilitators sufficient time to manage classes with diverse needs. Ultimately, it is hoped that this environment-based activity will help increase students' courage, perseverance, and self-confidence throughout KPDI Davao.

Modifications to the module are certainly necessary, not only to the content but also to the presentation, such as layout, illustrations, and the quality of paper and printing. Regarding the content, the module needs to be supplemented with simple teaching guidelines and organized thematically. The proposed themes are tiered, starting with the smallest scope "Myself," then "My Family," expanding to "My Environment," and finally introducing Indonesia. All these themes can be applied

to all ages, and the outcomes are tailored to each developmental stage. However, the instructor as facilitators need to set end goals for each age group in implementation. Training to support the instructor's skills in developing teaching materials should be conducted regularly. Below is an example of a simple learning design that can be taught and tried. KJRI Davao, as the program manager, needs to consider concrete steps to improve the socialization and mentoring program for instructors to ensure the program has an even greater impact.

*Table 3
Simple Learning Design for Instructor*

THEME : MYSELF	TIME	VOCABULARY	SPEAKING SKILLS	WRITING SKILLS
4-7 years old	Week 1-2	Nickname Father's and mother's names	Reciting vocabulary	Forming letters with natural media
	Week 3-4	Parts of body	Recite and remember vocabulary for weeks 1, 2, 3, 4	Forming letters with natural media
7-12 years old	Week 1-2	Full name Full name of father and mother Address Tribes	Reciting vocabulary	<ul style="list-style-type: none"> Forming letters with natural media Word bag
	Week 3-4	Parts of body Five senses	Pronounce and remember the vocabulary for week 1, 2, 3, 4 meetings	<ul style="list-style-type: none"> Forming letters with natural media Word bag
13-16 years old	Week 1-2	Full name Full name of father and mother Address School address Tribes	Reciting vocabulary	<ul style="list-style-type: none"> Word Bag First Cloth Book
	Week 3-4	Five senses Big family on father's and mother's side Family tradition	Recite and remember vocabulary for weeks 1, 2, 3, 4	<ul style="list-style-type: none"> Word Bag First Cloth Book
EVALUATION	<ul style="list-style-type: none"> Divide into 2 or 3 groups Role play together in mixed age groups to repeat vocabulary and understand the roles of father, mother, and child and get to know family traditions 			

(Data from Yudhawasthi, 2024)

CONCLUSION

The aim of the research is to provide input on nature-based learning media that can be implemented easily and efficiently by instructors to help improve students' vocabulary and communication skills at Kursus Pengetahuan Dasar Indonesia (KPDI) in Davao, Mindanao, Philippines. The following are conclusions from observations, interviews and discussions for developing teaching materials as well as recommendations for the development of KPDI. KPDI is a large program that should be supported in an integrated manner by various stakeholders. The complete conclusions and recommendations are as follows:

1. Learning media is important in improving the success of the Indonesian language learning program at KPDI.
2. Nature-based learning media play an important role in improving the success of the Indonesian language learning program at KPDI, which has limited learning media.
3. The use of natural-based learning media also supports the *student-based learning* strategy, as it involves the active participation of students in the provision and utilization of learning media.
4. There is a need for intensive training to improve instructors' knowledge and creativity in teaching methods.

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