



**TEACHING INDONESIA LANGUAGE FOR KUN SHAN UNIVERSITY STUDENTS
AND VOLUNTEERING FOR CAMPUS GUESTS FROM INDONESIAN
UNIVERSITIES TAINAN – TAIWAN R. O. C.**

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Abstract

Community service regarding the teaching Indonesia language and volunteering were initiated by the Chinese Language Center of Kun Shan University, Tainan - Taiwan R.O.C. This activity was one of the programs implemented by CLC - KSU in collaboration with international students include me from STKIP Muhammadiyah Enrekang. The purpose were to teach Indonesia language to all Kun Shan University students who were eager to learn Indonesian and to help Indonesia partners from different universities in Indonesia who came to visit Kun Shan University. I did this activity in the campus environment. When teaching Indonesia language, I prefer to teach in canteens or campus cafes to make it more fun while volunteering activities of course I became a translator of Mandarin into Indonesian or vice versa. When Indonesian guests came to KSU, the campus and I took them around and introduced the campus. While my partner in Indonesia prepared the materials and the lesson plans and also the KSU students sometimes did a video call to have long distance conversation.

Keywords: *Community; teaching; Indonesia language*

概要

文化介紹社區服務由台灣崑山大學中國語言中心發起

- 台灣中華民國這是KSU

KSU與國際學生合作的項目之一。台灣龍崎小學和KSU學生的印尼文化介紹的目的是期望通過有限的介紹來了解印度尼西亞的文化。這個活動是通過演示材料傳達出來的，使用臨時工具進行傳統遊戲，因為學校裡的設施與玩遊戲不同。還介紹了關於國旗，印尼地圖，傳統服裝，傳統藝術和傳統遊戲

1.1 Background

Since it was announced as the national language in the Youth Pledge, October 28, 1928, and established as the state language in Article 36 of the 1945 Constitution, Indonesian language has so far experienced rapid development. This development has brought Indonesian as a symbol of national identity and as a unifying tool for various ethnic groups with different social, cultural, religious, and regional language backgrounds. In addition, the Indonesian language has also been able to carry out its function as a means of modern communication in the administration of government, education, and the development of science and technology and the arts.

Along with the progress made by the Indonesian people in the midst of the current global era, Indonesia's role in international relations has also placed Indonesian as one of the languages that are seen as important in the world. This is also supported by Indonesia's position in the world arena which is increasingly important, especially through its role, both in participating in resolving political conflicts in various regions and because of Indonesia's strategic geographical position in a very strategic sea crossing. Such fact has caused many foreigners who are interested and interested in learning Indonesian as a means to achieve various goals, both political, trade, art-cultural, and tourism.

In this regard, Indonesian has been taught to foreigners in various institutions, both at home and abroad. Domestically, there are currently no less than 45 institutions that have taught Indonesian language for foreign speakers (BIPA), both in universities and in institutions. Meanwhile, abroad, BIPA Teaching has been carried out by around 36 countries in the world with no less than 130 institutions, consisting of universities, foreign cultural centers, the Indonesian Embassy, and institutions of courses.

From the above statement, it can be concluded that the community service program at the international level is very supportive for teaching Indonesian for Foreign Speakers and also doing volunteers to help translate and guide guests from Indonesia when they come to visit Kun Shan University, Taiwan. So with this activity, the tri dharma of higher education will run well.

This report does not specify the problem but how we try to introduce Indonesian to foreigners and help Indonesian guests from various Indonesian universities.

1.2 The Purpose of Activities

Based on the background, the main purpose of community service activities were

1. To introduce Indonesian language and Indonesian culture, especially the students of Kun Shan University, Taiwan
2. Providing Indonesian language teaching to Kun Shan University students
3. Assist Indonesian guests from various Indonesian campuses who are visiting Kun Shan University

1.3 The Benefits of Activities

With the implementation of community service activities, there are several benefits that are expected to be obtained from the end of the activity, namely:

1. For Kun Shan University students

By learning Indonesian, automatically getting to know Indonesia both culture, tourism and social life of Indonesia

2. For Indonesian Guests

Indonesian guests who came to visit Kun Shan University felt familiar and were more familiar with the explanation about the introduction of the campus and discussions with the Kun Shan University parties.

3. For the Team

To increase the spirit of conducting community service activities at the international level as well as adding insight into international teaching

TARGETS AND OUTPUT

The community service program is one of Muhammadiyah's college dharma program. Community service can be carried out at the local, regional and even international level, as we have done, namely in Kun Shan University, Tainan City, Taiwan R.O.C. Community service is mandatory for lecturers and students. For students namely the existence of the COMMUNITY SERVICE PROGRAM which is held for 45 days is equivalent to 3 SKS in one semester.

Whereas for lecturers as an educator must carry out community service at least 1 activity in one academic year.

The program of community service activities is inseparable from the academic activities carried out by lecturers with the results of these activities can be used as teaching material or even a reference for further activities. Based on this, in every community service activity must have targets and achievements. The targets and achievements of the service carried out at the international level teaching Indonesia language and provide Indonesian guests in visiting Kun Shan University.

The target of the service carried out in Kun Shan University, Taiwan. The teaching process were Introducing maps of Indonesia, traditional clothes of several provinces in Indonesia, traditional foods, traditional arts, traditional children's games, traditional dances, and tourist attractions in Indonesia.

The introduction of Indonesian culture was targeted, which we hope didn't not have to reach 100%, because this was the first time this has been done and there were no lecturers, students, or other elements that have done service at the school.

The targets were as follows.

1. Introducing the two Muhammadiyah campuses to Tainan City Kun Shan University (KSU) students as partners in community service activities;
2. Implementation of the vision of the the Muhammadiyah colleges

The indicators of community service activities at the international level can be seen in the following table.

2.1 Activity Indicator Table

No	Indicator	Base line	after program	information
1	Implementation of activities	0%	100%	
2	Level of attendance of participants	0%	90%	
3	Tri Dharma level	0%	70%	

Based on the table, it can be seen that the community service activities are carried out 100%. The teaching of Indonesian language and culture to KSU students was well received. KSU students were interested in learning

Indonesian even though it was merely introducing language for ordinary communication.

The attendance rate of participants reached 90%. Mostly participants attended and participated in activities ranging from preparation to the end of the event. The participants were enthusiastic to follow it, because they could practice Indonesia language directly with the native and they could communicate with my team in Indonesia via video calls or chats.

The Tri Dharma level has only been reached 70%, this is because we cannot convey Al Islam and Kemuhammadiyah (AIK) given different religions and beliefs. But if you look at the tri dharma for devotion 100% have already been reached. Muhammadiyah universities are required to submit AIK values.

METHOD OF IMPLEMENTATION

3.1 Place for Program Implementation

This Community Service Program was held at Kun Shan University Tainan - Taiwan R.O.C. by involving students and the guests from Indonesia. This community servicewas expected to be continued in the following years and was not only limited to introducing but able toinvite to KSU Students to come to STKIP Muhammadiyah Enrekang to study Indonesia language and culture free of charge.

3.2 Implementation Strategy

1. Teaching Indonesia Language

This activity was carried out in the classroom and outside the classroom, but students prefer to study at the campus cafe while drinking coffee to feel more comfortable and more relaxed. Before the class began Mustakim prepared the material assisted by the team (Musdalifah) at STKIP Muhammadiyah Enrekang. We distributed the material that wewere going to teach before class began.

2. Preparing assistance for Indonesian guests who were visiting KSU

Before they came to Taiwan, I was first contacted by the KSU Mandarin Language Center that there would be guests from Indonesia and I had to prepare everything to help them such as helping interpret Mandarin into Indonesian and took them a tour of the campus or city of Tainan.

3.3 Implementation of Activities

Based on the explanation in the previous chapters that this dedication activity was carried out in Kun Shan University, Tainan City Taiwan R.O.C. The activity starts at 16.00 - 17.30 every meeting, as for the schedule as follows;

3.1 Teaching Time Table

From October 1st 2017 - Februari 7th 2018

Time	Monday	Wednesday	Friday
16:00 - 17:30	Mustakim (In the classroom)	Mustakim (In campus cafe)	Musdalifah (Online)

The implementation of this activity started October 1, 2017 and ended February 7, 2018 and was held 3 times a week. The teaching of Indonesian was carried out face-to-face and also online. Face-to-face teaching was taught by Mustakim, M.Pd and teaching online was conducted by Musdalifah, M.Pd who was in Indonesia.

3.4 Activity Results

The integrative communicative approach was a choice in teaching BIPA learning at Kun Shan University. Cultural and language elements were two things that need to be introduced as early as possible to learners. By using functional teaching material that was teaching material sourced from authentic material, Kun Shan University students found it easy to master the Indonesian language. Students better understand the significance of the material learned because they experience it directly in their daily lives. While online learning that was directly taught by Musdalifah was very interactive. Students were happy to talk directly with native speakers through cellphones and computers.

3.5 Activity Evaluation

The implementation of community service at the international level requires more thorough preparation, so that the preparation and implementation will run smoothly. Students must also be diligent in doing the assigned tasks and be consistent with the deadline for assignment collection.

CONCLUSIONS

4.1 Conclusions

Based on the discussion of the activities carried out in this dedication, we conclude as follows.

1. Community service activities need to be carried out specially Indonesia abroad to introduce Indonesia language and culture
2. Community service activities run smoothly despite obstacles but it does not become a barrier for the implementation of activities
3. Community service can provide enormous benefits for Kun Shan University students so that cultural and linguistic insights increase
4. Indonesian guests from various universities were greatly helped by the presence of Indonesian volunteers at Kun Shan University
5. With this community service, the collaboration between STKIP Muhammadiyah Enrekang and Kun Shan University is getting closer.

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7. Source of funds : hES Taiwan Government
8. Amount of funds : Rp. 22.400.000,00 (50.000 nTD)
9. Implementation Period : 2017 - 2018



