INTERWEAVING INDONESIAN LOCAL WISDOMS AND SYNCHRONIZED VIRTUAL LEARNING: STUDENTS' EXPERIENCE IN ESP

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Abstract

Penelitian ini mengkaji integrasi kearifan lokal Indonesia, khususnya Pancasila, dalam pembelajaran virtual terpadu untuk Bahasa Inggris dalam Konteks Khusus (ESP), dengan tujuan mengungkap pengalaman mahasiswa dan menilai dampaknya pada pengembangan keterampilan presentasi. Tiga puluh mahasiswa berpartisipasi dalam kursus presentasi Bahasa Inggris bisnis selama 13 sesi, dengan Pancasila disisipkan dalam mode pembelajaran virtual. Data meliputi kuesioner tertutup dan skor pretest/post-test, yang dianalisis secara kualitatif dan kuantitatif. Temuan menyoroti efektivitas intervensi, yang secara signifikan meningkatkan pemahaman mahasiswa terhadap signifikansi budaya Pancasila serta meningkatkan keterampilan presentasi mereka. Terutama, terdapat peningkatan dalam struktur, penyampaian, dan gerak tubuh, mengonfirmasi keberhasilan pendekatan ini dalam memperdalam pemahaman budaya sekaligus mempertajam keterampilan praktis. Analisis kuantitatif mengungkap perubahan skor keterampilan presentasi sebelum dan sesudah intervensi. Meskipun skor menengah mengalami penurunan, kategori skor rendah dan tinggi menunjukkan perubahan yang signifikan, menandakan kemajuan yang substansial dalam kemahiran presentasi di berbagai domain keterampilan. Sebagai kesimpulan, penyatuan Pancasila dalam pembelajaran virtual terpadu memberikan manfaat signifikan, menyelaraskan konten budaya dengan pendidikan yang berfokus pada keterampilan. Integrasi ini tidak hanya memperkaya apresiasi budaya tetapi juga mempertajam keterampilan presentasi yang penting. Temuan ini menegaskan potensi strategi pendidikan yang terarah dalam mengharmonisasikan pengetahuan budaya dan pengembangan keterampilan dalam konteks pendidikan tinggi, mendorong pengalaman belajar yang holistik. Studi ini mendorong eksplorasi dan implementasi terus-menerus dari pendekatan integratif serupa, menekankan nilai mereka dalam meningkatkan pemahaman budaya serta pemerolehan keterampilan praktis di kalangan mahasiswa dalam konteks pembelajaran khusus.

Kata kunci: *Kearifan lokal Indonesia, Pancasila, ESP, Pengembangan ketrampilan presentasi*

Abstract

The research delves into the integration of Indonesian local wisdom, specifically Pancasila, within synchronized virtual learning for English for Specific Purposes (ESP), aiming to unveil students' experiences and assess the impact on presentation skill development. Thirty students participated in a 13-session Business English presentation course, with Pancasila embedded in the virtual learning mode. Data encompassed closed questionnaires and pretest/post-test scores, analyzed qualitatively and quantitatively. The findings underscore the intervention's efficacy, notably enhancing students' comprehension of Pancasila's cultural significance and augmenting their presentation skills. Notably,

improvements were observed in structure, delivery, and gesture, affirming the approach's success in deepening cultural understanding while refining practical abilities. Quantitative analysis revealed shifts in presentation skill scores pre and post-intervention. While medium scores declined, low and high score categories exhibited marked changes, indicative of substantial advancements in presentation proficiency across skill domains. In conclusion, merging Pancasila into synchronized virtual learning yielded notable benefits, aligning cultural content with skill-focused education. This integration not only enriched cultural appreciation but also honed crucial presentation skills. These outcomes accentuate the potential of targeted educational strategies in harmonizing cultural knowledge and skill development within higher education settings, fostering holistic learning experiences. The study advocates for continued exploration and implementation of similar integrative approaches, emphasizing their value in enhancing both cultural understanding and practical skill acquisition among students in specialized learning contexts.

1. Introduction

Today's higher education students are navigating a global landscape that compels active engagement in the worldwide sphere, whether pursuing academic endeavors or entering the professional realm. Their preparation must extend beyond mastering the mandatory subjects of their discipline (Pereira & Costa, 2017). In addition to honing hard skills, students need a repertoire of soft skills, recognized as crucial by experts (Qizi, 2020). These soft skills, encompassing teamwork, problem-solving, coordination, and communication, are indispensable for employment and workplace success. Graduates equipped with such skills are anticipated to enhance their global employability significantly.

According to global employers' requirements for graduates, a crucial facet within the spectrum of soft skills pertains to effective communication in both spoken and written ways. Specifically, the spoken component involves proficiency in negotiation and presentation abilities (Sonnenschein and Ferguson, 2020). Proficient presentation skills are particularly influential in disseminating information effectively (Mehta & Mehta, 2019). Within global organizations, employees possessing enhanced presentation skills are seen as assets. To adequately equip graduates, higher education institutions must provide robust support in developing these skills.

In recent years, English for Specific Purposes (ESP) education has become increasingly prominent in the Indonesian academic landscape. As the world continues to globalize, proficiency in English has grown to be an essential skill, especially in the business domain. However, teaching English in a way that aligns with the cultural values and heritage of Indonesia has become an educational imperative. In this context, the incorporation of Indonesian local wisdom within ESP curricula has emerged as a strategy to not only enhance

language skills but also to foster a sense of cultural identity and awareness among students. This paper seeks to delve into the dynamic relationship between ESP presentations, Indonesian local wisdom content, and the implementation of synchronized virtual teaching modes. It endeavors to explore how students comprehend, perceive, and engage with these elements, shedding light on the potential impacts on their language learning experiences.

In higher education, technology has catalyzed a transformative shift, ushering in the era of virtual classrooms. The integration of technology in academia has revolutionized traditional learning paradigms, offering students an immersive and flexible educational experience. Virtual classrooms leverage an array of technological tools, such as video conferencing, interactive online platforms, and multimedia resources, to facilitate dynamic interactions between students and educators (Bower, Dalgarno, Kennedy, Lee, & Kenney, 2015).

This mode of learning transcends geographical constraints, enabling access to diverse educational resources and fostering collaborative learning environments (Allmendinger, Fempf, & Hamman, 2009) Moreover, the adaptability and scalability of virtual classrooms have proven instrumental, especially in times of unforeseen disruptions, ensuring continuity in education (Santos, A.I & Serpa Sandro. 2017) This blend of technology and education not only enhances engagement and participation but also equips students with essential digital literacy skills imperative for success in the modern workforce.

Since 2014, the government of Indonesia has been concerned about its national and local wisdom and values in all levels of education and must embed them in the curriculum and syllabuses (Kemenristekdikti 2014). Higher education students must delve into local wisdom to preserve cultural heritage and foster national identity. This involves understanding and embracing the rich tapestry of values, traditions, and indigenous knowledge systems. Immersing themselves in these aspects fosters a profound appreciation for their heritage, cultivates a sense of belonging, and instills pride in their cultural roots. This deeper understanding provides students with a unique perspective, enabling them to navigate the global landscape while upholding and promoting Indonesia's esteemed cultural identity.

By blending virtual classroom technology with Indonesian local wisdom content, educators can seamlessly infuse traditional values and indigenous knowledge into lessons. This integration enriches the educational experience, preserves Indonesia's heritage, and instills cultural pride in students, fostering a deeper understanding of their roots within a global educational setting. Therefore, this research study as a part of a dissertation aims first, to reveal students' experiences in interviewing virtual synchronized classes and Indonesian local wisdom in ESP and second, to find out whether virtual synchronized mode supports the

students' presentation skills development with the assumption of H0 – there is no difference of participants' presentation scores before and after having 13 sessions in synchronized virtual learning mode by applying Indonesian local wisdom as the content and of H1 – there is difference of participants' presentation scores before and after having 13 sessions in synchronized virtual learning mode.

2. Methods

This part consist of the data collection, the data, and data analysis.

2.1. The Data Collection

The participants of this research were 30 students joining the English Business Presentation course in the first semester for 13 sessions – one session per week at Bina Nusantara University Jakarta Indonesia. All participants had the minimum requirement of English proficiency based on their Paper-based TOEFL (Test of English of a Foreign Language) with a minimum score of 500 held by the university. This minimum score was classified as good English, and they could use English as a means of communication and delivering a presentation. A presentation delivery test was given twice, at the first week and the last sessions of the class to find the development of their presentation skills. Moreover, a closed questionnaire was distributed to the participants in the last session of the course to find out their experiences during the synchronized virtual class. In the first session, the participants did not only fill out the questionnaire but also got a detailed explanation about the synchronized virtual class. Only the first meeting, the class was conducted onsite, but the rest was virtual. Indonesian local wisdom as the content for the presentation was the Indonesian Value of Pancasila (the emblem of Indonesian values), while the presentation skills were structure, delivery, and gesture of presentation. The data was the result of the questionnaire, pretest scores, and post-test scores.

2.2. The Data Analysis

The data were analyzed using a mixed method. The data as the result of the questionnaire were analyzed using qualitative methods and the data of pre and post-tests were analyzed quantitatively by using Wilcoxon signed rank test.

3. Result and Discussion

In this part, two big discussions are revealed; the student presentation skills development in synchronized virtual mode class by integrating Indonesian local wisdom Pancasila topic.

3.1. The development of students' presentation skills

Imparting business presentation skills within higher education holds paramount importance as it equips students with indispensable competencies while bolstering their employability prospects. Employers place a high premium on effective presentation skills encompassing structure, delivery, and gestures, recognizing that these elements catalyze the cultivation of crucial communication, problem-solving, and teamwork proficiencies (as highlighted in previous research by Broussard (2017) and Hoskins, Washbush, and Rikard (2017)). Furthermore, the infusion of Indonesian local wisdom into English for Specific Purposes (ESP) courses not only enhances learners' intercultural competence but also deepens their understanding of the local context, as indicated in the study conducted by Yuliana, Suryanto, and Irawati (2021).

This result of Presentation skills development by applying Indonesian local wisdom: Pancasila is based on the statistical analysis as follows:

Table 1. Wilcoxon signed ranks testa of students' preand post test score

Variables	Z	Asymp. sig. (2-tailed)
Total Posttest – Total Pretest Scores	–4.764b	0.000
Structure Posttest– Structure Pretest Scores	–4.415b	0.000
Delivery Posttest – Delivery Pretest Scores	–4.489b	0.000
Gesture Posttest – Gesture Pretest scores	–4.275b	0.000

Note: a. Wilcoxon signed ranks test
   b. Based on negative ranks.

Based on the findings of the Wilcoxon signed test in table 1, the Z value for the total score related to Pancasila Topic was -4.764, with an the asymp sig. (2-tailed) 0.000, indicating statistical significance below the alpha level of p 0.05. Consequently, it rejects Ho, supporting the notion of a notable distinction between the average total scores of pre-test and post-test assessments in the Pancasila topic. Furthermore, concerning students' abilities in structure, delivery, and gestures, the asymp sig. (2-tailed) value of 0.000 < 0.05 demonstrates significant disparities in their presentation ability scores before and after the treatment. This suggests substantial improvements in students' presentation skills post-intervention.

These statistically significant findings underscore the efficacy of the intervention in enhancing both understanding of Pancasila content and the development of presentation skills among students. The observed improvements in students' abilities in structure, delivery, and gestures post-treatment highlight the effectiveness of the educational

approach adopted. This suggests that not only did the intervention contribute to a deeper comprehension of Pancasila but also facilitated tangible enhancements in the students' presentation capabilities. Such outcomes affirm the value of targeted interventions in merging content mastery with skill development, providing a robust framework for holistic learning experiences in higher education settings.

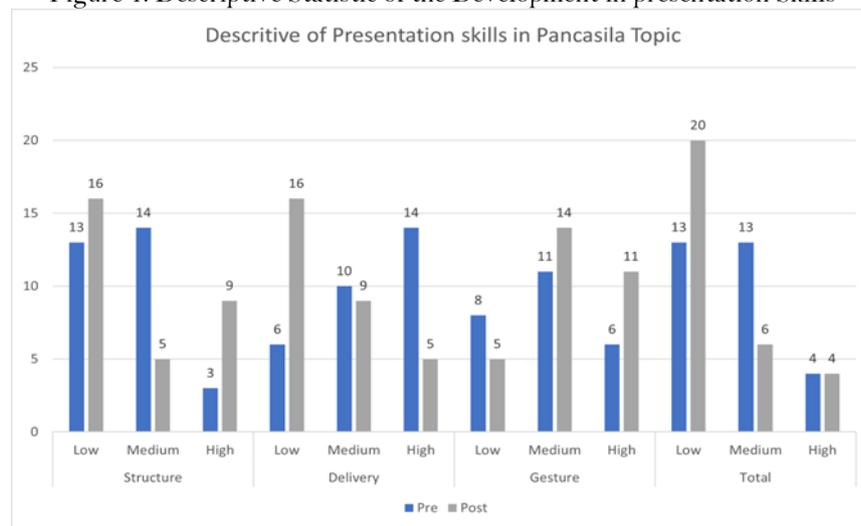Figure 1: Descriptive Statistic of the Development in presentation Skills

Figure 1 employs descriptive statistics to contrast scores before and after the Pancasila topic's synchronized virtual teaching. The analysis highlights discrepancies in the outcomes across various presentation skills. Notably, there are differences observed in both the overall scores and the three distinct presentation skills. The frequency of total scores rises, accompanied by a decrease in medium scores, while the high scores remain unchanged. In terms of structure and delivery skills, there's an increase in low scores and a decline in medium scores, yet the outcomes differ for high scores, showcasing an increase in structure but a decrease in delivery. Gesture skills demonstrate a distinctive trend, with an increase in medium and high categories, contributing to the enhancement of language proficiency and communication skills among English for Specific Purposes (ESP) students (Li & Zhang, 2020).

These nuanced variations in scores underscore the multifaceted nature of skill development within the context of synchronized virtual teaching. While the overall trend displays shifts in scores across presentation skills, the distinct patterns observed in structure, delivery, and gesture skills suggest the complexity of skill acquisition and refinement in a virtual learning environment. The increase in low scores coupled with changes in medium and high scores indicates a diverse range of student progress and engagement levels in different facets of presentation skills. Such insights not only emphasize the need for tailored instructional

approaches but also underscore the dynamic nature of skill enhancement in virtual learning settings. This comprehensive understanding of students' progress elucidates the significance of adapting teaching methodologies that cater to the diverse learning trajectories of students in higher education.

3.2. Students' Experiences in Synchronized Virtual Mode and Indonesian Local Wisdom: Pancasila as the topic of the presentation

Exploring the intersection of students' encounters within synchronized virtual learning environments and the infusion of Indonesian local wisdom, particularly focusing on the topic of Pancasila in presentations, unveils a rich tapestry of educational experiences. The combination of technology-mediated learning with the essence of Pancasila, a foundational principle encapsulating Indonesia's cultural, ethical, and philosophical values, illuminates a unique facet of students' academic journeys. This inquiry delves into the multifaceted dynamics, shedding light on how students navigate and interact with both virtual learning platforms and the intrinsic values embedded within Pancasila. Understanding these experiences offers profound insights into the fusion of technology-enabled education and the preservation of Indonesia's cultural heritage, underscoring the implications for holistic learning in higher education settings.

Figure 1: Experiences in applying Indonesian local wisdom for presentation.
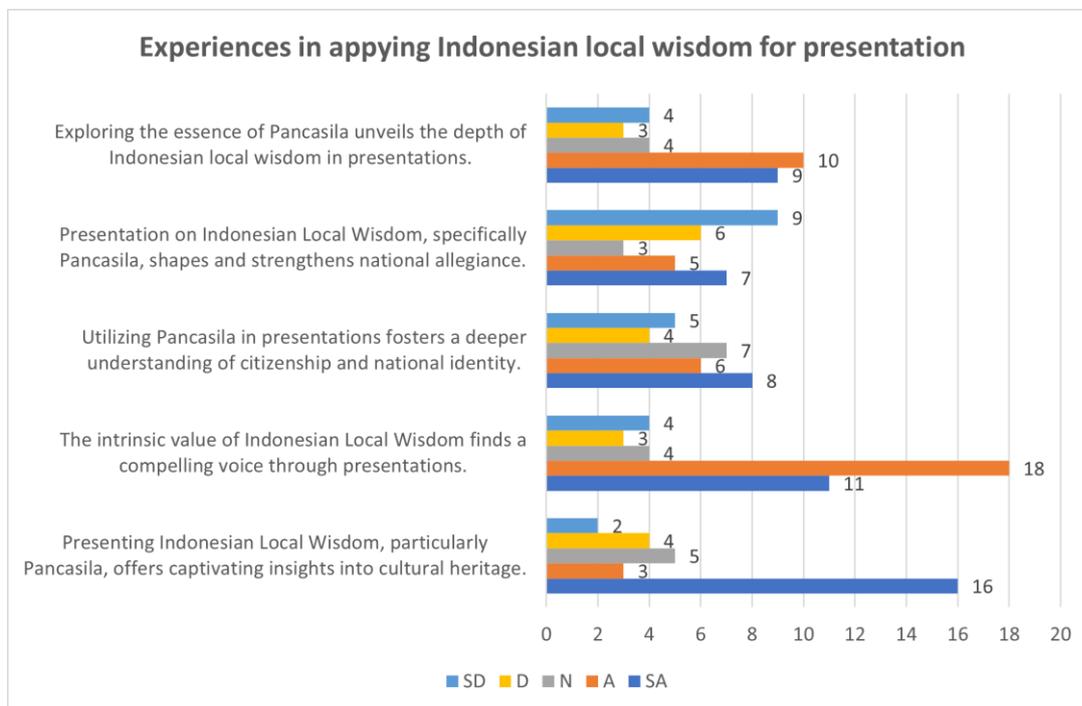
SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree

Figure 1 presents Indonesian Local Wisdom, particularly Pancasila, is seen as offering captivating insights into cultural heritage. There is strong agreement among respondents,
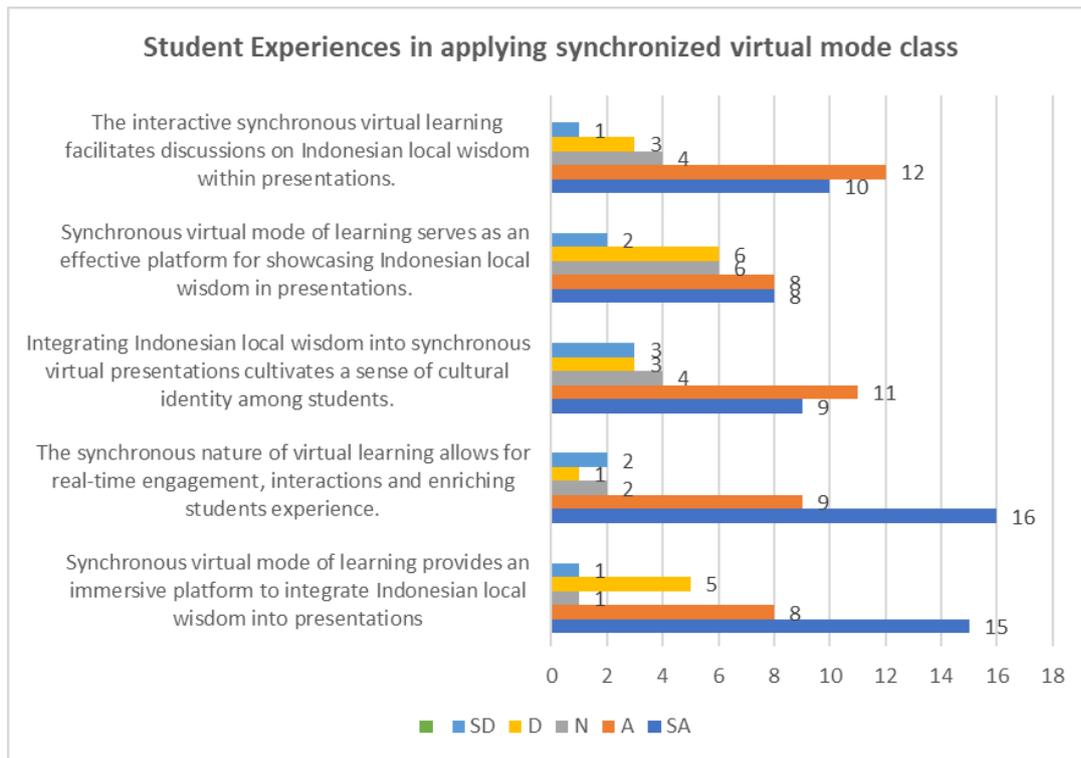
indicating a consensus on the engaging nature of these presentations (SA: 16, A: 3, N: 5, D: 4, SD: 2). The intrinsic value of Indonesian Local Wisdom is largely recognized and finds a compelling voice through presentations. Most respondents agree on the significance of this intrinsic value being effectively communicated in these presentations (SA: 11, A: 18, N: 4, D: 3, SD: 4). Utilizing Pancasila in presentations is seen as fostering a deeper understanding of citizenship and national identity. There is a mix of opinions among respondents, indicating varied levels of agreement on the effectiveness of Pancasila in this regard (SA: 8, A: 6, N: 7, D: 4, SD: 5).

Presentations on Indonesian Local Wisdom, specifically Pancasila, are perceived as shaping and strengthening national allegiance to some extent. Responses vary, suggesting a range of opinions on the impact of these presentations on national allegiance (SA: 7, A: 5, N: 3, D: 6, SD: 9). Exploring the essence of Pancasila is believed to unveil the depth of Indonesian local wisdom in presentations. There's a balanced level of agreement among respondents, indicating moderate consensus on the revelatory nature of these explorations (SA: 9, A: 10, N: 4, D: 3, SD: 4).

These statements encapsulate the diverse perspectives and levels of agreement among respondents regarding the role and impact of presentations focused on Indonesian Local Wisdom, particularly Pancasila, in conveying cultural heritage, intrinsic value, national identity, and citizenship understanding.

Figure 2 shows the synchronous virtual mode of learning is perceived as a platform that moderately facilitates the integration of Indonesian local wisdom into presentations. While there is some agreement on its immersive potential, opinions vary among respondents (15, 8, 1, 5, 1). Synchronous virtual learning, with its real-time nature, is widely regarded as a catalyst for engagement, and interactions, and significantly enriching the student experience. There is a strong consensus among respondents, indicating unanimous support for this aspect (16, 9, 2, 1, 2). Integrating Indonesian local wisdom into synchronous virtual presentations is viewed favorably as a means to nurture a sense of cultural identity among students. There is a notable level of agreement, with a majority of respondents endorsing this cultural incorporation (9, 11, 4, 3, 3).

Figure 2: Experiences in applying synchronized virtual mode

Student Experiences in applying synchronized virtual mode class

Statement	SD	D	N	A	SA
The interactive synchronous virtual learning facilitates discussions on Indonesian local wisdom within presentations.		1	3	4 then 12	10
Synchronous virtual mode of learning serves as an effective platform for showcasing Indonesian local wisdom in presentations.		2	6	6 then 8	8
Integrating Indonesian local wisdom into synchronous virtual presentations cultivates a sense of cultural identity among students.		3	3	4 then 11	9
The synchronous nature of virtual learning allows for real-time engagement, interactions and enriching students experience.		2	1 then 2	9	16
Synchronous virtual mode of learning provides an immersive platform to integrate Indonesian local wisdom into presentations		1	5 then 1	8	15

SD: Strongly Disagree D: Disagree N: Neutral A: Agree SA: Strongly Agree

The efficacy of synchronous virtual learning as a platform to showcase Indonesian local wisdom in presentations garners moderate agreement among respondents, showcasing varying opinions on its effectiveness for cultural representation (8, 8, 6, 6, 2). The interactive nature of synchronous virtual learning receives widespread agreement for fostering discussions on Indonesian local wisdom within presentations. Respondents largely agree on the facilitative role of interactive virtual learning in encouraging discussions on this cultural aspect (10, 12, 4, 3, 1).

These statements reflect the diverse perspectives and levels of agreement among respondents regarding the incorporation and discussions of Indonesian local wisdom within the context of the synchronous virtual mode of learning. The data reveals a variety of perceptions regarding the significance of presenting Indonesian Local Wisdom, particularly Pancasila, within educational presentations. Respondents largely concur on the captivating nature of these presentations, acknowledging their potential to offer compelling insights into cultural heritage. Additionally, there's widespread recognition of the intrinsic value of Indonesian Local Wisdom finding an effective voice through such platforms. However, opinions diverge when assessing the specific impact on citizenship understanding, national identity, and allegiance. While some believe in the potential for Pancasila presentations to deepen these aspects, others express more reserved views, indicating varied levels of agreement. Nonetheless, there's a notable consensus

on the exploratory role of these presentations in unveiling the depth and essence of Indonesian local wisdom, reflecting a balanced perception among respondents. Overall, the data showcases diverse perspectives on the multifaceted impacts and potential of presentations centered on Indonesian Local Wisdom, highlighting both consensus and varying opinions within this discourse.

4. Conclusion

The research examining the fusion of Indonesian local wisdom, particularly Pancasila, into synchronized virtual learning for English for Specific Purposes (ESP) has yielded significant insights into both student experiences and skill development. Through a thorough examination of students' perceptions and quantitative analysis of their presentation skills before and after the intervention, several key findings emerge. Firstly, the integration of Pancasila into synchronized virtual learning has notably enhanced students' comprehension of cultural values and simultaneously bolstered their proficiency in delivering presentations. This intervention has showcased its efficacy in deepening understanding while fostering tangible improvements in presentation skills, specifically in structure, delivery, and gesture. The analysis of pretest and post-test scores unveils a shift in the distribution of presentation skill scores, indicating marked enhancements across various skill categories. While there were decreases in medium scores, low and high score categories witnessed significant changes, suggesting a comprehensive advancement in presentation abilities among participants.

This study emphasizes the value of merging cultural content like Pancasila with skill-focused learning in synchronized virtual settings. It not only enriches cultural understanding but also effectively hones essential presentation skills. These findings highlight the potential of targeted educational interventions to create holistic learning experiences, bridging cultural knowledge and skill development in higher education contexts.

5. Implication

Effective Pedagogical Strategies: The success of this intervention highlights the efficacy of utilizing synchronized virtual learning to impart cultural knowledge and improve presentation skills. Educators can draw upon similar pedagogical strategies to enrich diverse educational experiences. Innovative Teaching Approaches: Lecturers and practitioners can adopt innovative teaching methods by integrating local wisdom into synchronized virtual classes. This approach can enrich the educational experience, making it more engaging and culturally relevant for students.

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