
ENHANCING COMMUNITY CAPABILITIES THROUGH DIGITAL BUSINESS TRAINING AND KOREAN LANGUAGE COMPETENCE

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ABSTRACT

This article focuses on University of Mataram's cross-cultural classes as agents of cultural understanding and collaboration between Indonesia and South Korea. The empowerment carried out for the community around University of Mataram aims to provide those in need with facilities and opportunities to grasp and realize their aspirations. Highlighting the "Basic Korean," "Korean Tourism," "Korean EPS-TOPIK," and "Digital Business" courses, the study explores how these classes foster global harmony by facilitating deep connections and knowledge sharing. Collaboratively developed by University of Mataram, Seoul National University, and the National University, these classes exemplify the power of academic partnerships in promoting cross-cultural awareness and appreciation.

Keywords: *cross-cultural collaboration, social-responsibility, education, beach conservation*

INTRODUCTION

In an era marked by global interconnectedness and a shared responsibility for shaping a better future, collaborative initiatives that transcend borders and cultures play a vital role in driving positive change. This introduction sheds light on two transformative programs that exemplify the potential of collective action to empower communities, promote education, and foster cultural understanding.

Guided by the principles of social responsibility, these programs bring together a diverse and dedicated team with a common goal—to effect meaningful change in the lives of marginalized communities. Through a combination of hands-on projects, educational workshops, and cross-cultural interactions, these initiatives seek to bridge gaps, build inclusivity, and leave a lasting impact on the communities they touch.

The collaboration between the University of Mataram, Seoul National University, and National University serves as a testament to the power of international partnerships. By merging the expertise and resources of University of Mataram and Seoul National University, this program harnesses the strengths of two distinct educational institutions to address real-world challenges. Through practical engagement and active participation, the program aims to empower individuals, promote sustainable practices, and foster cultural exchange—an embodiment of the shared vision for a brighter, interconnected world.

In parallel, the efforts of National University underscore the significance of uniting academic institutions in the pursuit of a common cause. With a focus on community transformation and education, National University amplifies its impact by harnessing the collective potential of its students and faculty. By embracing a holistic approach that spans education, cultural understanding, and community upliftment, National University exemplifies the profound influence that universities can have when they align their resources and expertise with the greater good.

As we embark on this journey of exploration, it becomes evident that these programs are not merely confined to a localized context—they represent a global movement towards positive change. By engaging in collective action, fostering inclusivity, and promoting education, the program inspires us to join hands in creating a better, more equitable world. This journal article delves into the intricate details of these programs, unveiling the transformative potential that lies within collaborative initiatives and highlighting the remarkable stories of impact that emerge when diverse communities unite with a shared purpose

IMPLEMENTATION METHOD

Date and Place

The summer dispatch program has several different schedules across all three institutions involved. However, the general schedule, including the pre-and post-dispatch, started from May 8th to August 12th, 2023.

The pre-dispatch activities are being held in a hybrid-like format by the University of Mataram and the National University. The University of Mataram provided the classroom from the Informatics Engineering Department for all the courses and the National University teaching team held the class remotely through Zoom meetings. During the dispatch program, several locations are added to the list to enrich the program activities: Idoop Hotel, Kerandangan Beach, Holiday Resort Senggigi, and Gili Trawangan island.

Activity Method

Implementing the cross-cultural classes at the University of Mataram rests on meticulous and thoughtfully designed "Activity Methods" which serves as the cornerstone for fostering cultural understanding and collaboration between Indonesia and South Korea. This section delves into the distinctive methodologies employed within each of the four courses, highlighting their unique attributes while underscoring the collaborative efforts that drive this educational endeavor.

1. Basic Korean

The Basic Korean course uses a variety of activity methods to help students learn the language in a fun and engaging way. Through a variety of activities, students in Basic Korean will develop their speaking, listening, reading, and writing skills. This course has a duration of approximately 3 months. Classes are held twice a week, and each class lasts for 2 hours. Leveraging pedagogical insight from renowned linguist Brown (2007), communicative language teaching strategies are harnessed to engender language proficiency and cultural awareness. These activities facilitate gradual language acquisition while concurrently nurturing a nuanced understanding of cultural norms, thereby transcending mere linguistic competence to cultivate

cross-cultural fluency. There are some ways used in Basic Korean courses to achieve these goals:

- By using verbal and written communication exercises: These exercises could involve students practicing speaking and listening to Korean, as well as writing Korean sentences and paragraphs.
- Interactive language games: These games could help students to learn new vocabulary and grammar in a fun and engaging way.
- Immersive cultural experiences: These experiences could involve students interacting with native Korean speakers, visiting Korean cultural landmarks, or watching Korean movies and TV shows.

By using a variety of methods, the Basic Korean course can help students to develop the linguistic and cultural knowledge they need to become fluent in Korean.

2. Korean for Tourism

Within the framework of the Korean Tourism course, the class adopts a multidisciplinary approach informed by educational scholar Johnson (2013). Drawing from Johnson's assertion that experiential learning enhances comprehension and engagement, the curriculum integrates virtual tours, real-time case studies, and guest lectures from industry experts.

The Korean for Tourism class is designed to introduce Korean culture to tourists. In this class, students learn about various aspects related to Korea, ranging from history and culture to language. Some of the topics covered in this class are about weather and the natural environment in Korea. Students also learn about the names of countries and occupations in the Korean language. As part of tourism learning, of course, students also practice commonly used conversations.

Additionally, students also learn about traditional Korean folktales. One of the folktales studied is the tale of *Heungbu* and *Nolbu*. This tale teaches the importance of hard work and perseverance. Students also learn about teamwork and communication with others. Students also learn about various traditional Korean games. Some traditional games studied include *Yutnori*, *Gonggi nori*, *Jegichagi*, and *Ttakchigi*. These games can be played by both children and adults.

This blend of theoretical knowledge and practical exposure equips students with the acumen to appreciate the intricate interplay between culture, heritage, and the tourism industry, fostering a holistic understanding of cross-cultural dynamics.

3. EPS-TOPIK

The method employed in the Korean EPS-TOPIK course mirrors the socio-constructivist principles championed by educational theorist Vygotsky (1978). Collaborative problem-solving, scenario-based simulations, and role-playing exercises form the crux of this approach. By simulating real-world scenarios that necessitate cross-cultural negotiation and collaboration, students are primed to navigate the challenges of intercultural communication within professional settings. This method instills not only subject-specific knowledge but also interpersonal skills requisite for cross-border collaboration.

In the EPS-TOPIK class, students learn about aspects related to daily life in South Korea. One of the topics studied is traffic signs. Students learn about the meanings of various traffic signs in South Korea, as well as how to read and understand them. They also learn about the traffic regulations applicable in South Korea.

Another topic covered in the EPS-TOPIK class is hospitals and the symptoms of illnesses. Students learn how to use hospital facilities in South Korea, such as how to register, pay for medical expenses, and communicate with doctors and nurses. Students also learn about various common diseases in South Korea, along with their symptoms.

Furthermore, students learn about how to conduct buying and selling transactions in South Korea. They learn how to read and understand price labels, calculate money, and make payments for purchased items. Students also learn about various currencies used in South Korea, along with their exchange rates.

To spark students' interest in learning, instructors provide several quizzes. These quizzes are given to measure students' understanding of the material taught. Students who can answer the quizzes correctly receive rewards. These rewards are given to motivate students to continue learning and enhance their proficiency in the Korean language.

The EPS-TOPIK class is an effective way to learn the Korean language. By studying in the EPS-TOPIK class, students can learn about various aspects related to daily life in South Korea. They can also learn about the culture and customs of South Korean society. By learning the Korean language, students will have a greater opportunity to secure employment in South Korea.

4. Digital Business

The Digital Business course, exclusively developed by the University of Mataram team, is underpinned by the method that aligns with the principles of authentic learning advocated by Herrington and Oliver (2000). Incorporating case studies and industry-relevant projects, this approach immerses students in the contemporary landscape of digital entrepreneurship while cultivating critical thinking and problem-solving prowess. The integration of Indonesian and Korean business contexts within the curriculum underscores the cross-cultural ethos, demonstrating how technology and commerce transcend geographical boundaries.

In this class, students learn how to initiate a successful business, covering topics such as business models, photography and videography, social media, websites, branding, copywriting, and e-commerce. Students also have the opportunity to learn from the experiences of successful entrepreneurs who have effectively run their businesses.

Here are some of the topics covered in the digital business course:

- Business models
- Photography and videography
- Social media
- Website development
- Branding
- Copywriting
- E-commerce

In the digital business class, students will also prepare a business plan. This business plan will be realized in the form of a product that will be sold during a ceremony event. This ceremony event is the culmination of the digital business class, aimed at marketing the products created by the students. The purpose of this event is to provide real-world experience to students about the business world. Students

will learn about various business aspects, ranging from marketing, and sales, to finance. This ceremony event also aims to motivate students to continue creating and developing their businesses. Students will learn that they have the potential to become successful entrepreneurs.

RESULTS AND DISCUSSIONS

Educational Activities

1) Basic Korean

The basic Korean language training program is one of the work programs aimed at introducing and enhancing the language skills of students and the general public in the Korean language. The training is conducted from May to August with one meeting per week. Initially, there were 35 students registered on the course. However, by the end of the course, 6 students opted out and only 29 students successfully completed the training and gained the accomplishment certificate. The Basic Korean course students' average attendance is the highest among other courses with a number of 80.30%. The reason behind such a number is the tutor was able to attend the class physically, meaning students able to experience more Korean culture right from the expert.

During the five days dispatch period, students are to use Korean in both theories and practices. However, it is worth noting that the tutor noticed there was knowledge gap between students. Some have already acquired a more advanced Korean language skill, while others are still struggling to read and write. The way the tutors overcome this challenge is by closely monitoring students' progress with one-on-one pre-class tutoring and motivating students to be more active in the class.

As such a method applied by the tutor resulting in a high in-class participation rate and the significant interest among students and the public in learning the Korean language, this program is expected to continue for the following year.

2) Korean for Tourism

The Korean for Tourism course, which is intended for people who already have a solid grasp of the language, presents a special chance to combine linguistic proficiency with useful practical skills that may last a lifetime. Participants are engaged in a customized curriculum suited to the world of tourism, a sector of enormous significance in South Korea's economy, in addition to the baseline language requirement. In addition to teaching participants how to speak with visitors, this program also provides information about the country's cultural riches, historical sites, and alluring tourist spots.

Participants are better prepared to provide guests with enlightening and insightful experiences by cultivating a deep awareness for cultural subtleties and historical context, improving the entire tourism scene. Beyond language skills, the course delves into customer service and tourist management, which are essential skills for people hoping to succeed in the hotel and tourism industries. The development of customer-centric skills also fosters traits like empathy, flexibility, and effective communication, which go well beyond the confines of the tourist sector and may be used in a variety of professional contexts.

Participants in this immersion program not only obtain a thorough grasp of the South Korean tourist industry's many facets, but they also pick up skills that may help them advance in their careers there.

3) EPS Topic Class

The "Employment Permit System - Test of Proficiency in Korea" class is a Korean language class focused on participants who aspire to pursue careers in South Korea. The class which also held from May to August 2023 were initially registered by 30 students and less than 50% successfully passed the course.

The EPS-TOPIK course's difficulty can be ascribed to a number of elements that work together to provide for a difficult learning environment for its students. To begin with, the course is designed to specifically meet the needs of those who want to start careers as professionals in South Korea. This emphasis calls for not just a thorough command of the Korean language but also profound comprehension of the local cultural quirks and social norms (Madden-Dent, 2021). Participants must therefore be fluent in both formal and informal language, which might be difficult given Korean's unique hierarchical cultural standards (Yoon, 2007).

The course's condensed timeframe also contributes to its intensive character. It might be difficult for pupils to successfully recall the knowledge when a lot of content needs to be covered in a short amount of time due to an excessive speed of learning. This fast timetable may also reduce the opportunity for in-depth practice and review, making it more challenging to become proficient in a short amount of time.

Despite the formidable challenges posed by the EPS-TOPIK course, students also stand to gain invaluable skills and insights that can significantly enhance their prospects in pursuing careers in South Korea. Students can gain a better awareness of Korean culture and communication subtleties via rigorous language instruction and immersion, which can promote effective integration into business. Furthermore, the course's demanding curriculum may teach students self-control, time management, and resilience, qualities that are highly transferrable and useful in a variety of professional contexts.

As a result, even if the course's difficulties are obvious, they still contribute to comprehensive and engaging educational experience that gives students a competitive advantage in their pursuit of successful careers in South Korea (Jung & Kim, 2021).

4) Digital Business

The digital business course provides a nuanced platform catering to both students and the public, offering comprehensive insight into multifaceted domains of contemporary business within the digital milieu. Encompassing an array of themes ranging from digital marketing to e-commerce, online strategies, and social media management, the curriculum engenders a holistic comprehension of the intricate modern business landscape. This meticulous approach ensures the cultivation of adeptness in harnessing the omnipotent digital sphere, thereby cultivating preparedness for an active engagement in the dynamic expanse of online commerce and communication.

The experiential core of the program resides in the operative facet whereby participants undertake the creation of their enterprises, underscoring the program's dedication to experiential learning and pragmatic implementation. Orchestrated

through the symbiotic endeavors of the University of Mataram and Seoul National University, participants are subdivided into small groups, tasking them with conceptualizing and actualizing products consonant with contemporaneous market requisites.

The demonstrable efficacy of the training is underscored by the commendable achievement of 27 participants.

Beach Cleaning

Initiated by University of Mataram team members, the beach cleaning program is a committed effort targeted at the preservation of marine ecosystems and the maintenance of the beach's charm as a popular tourist attraction in Lombok. Kerandangan Beach in Senggigi served as the project's focal point and as the site of the coordinated operations. Following the cleaning, 1,000 mangrove seedlings were donated to Nurul Haramain Islamic Boarding School's property in Lembar. This seeding strengthens the beach's fortification while simultaneously highlighting its significance for ecological preservation as a strategic countermeasure against coastal attrition.

Cultural Ceremony

The University of Mataram's International Community Service program came to an important conclusion on August 4, 2023, underlining the importance of this institution in helping to organize the Indonesia-Korea Cultural Exchange event. This event took place inside the walls of the University of Mataram's building and was made possible by the synergistic cooperation of three illustrious institutions. This event, which attracted 400 people from a variety of backgrounds, including faculty members from the three universities, embodied the fusion of academic camaraderie and cross-cultural connections.

A sense of enchantment permeated the environment thanks to the carefully planned sequence of events. The opening of the event included a number of lectures and the official awarding of diplomas to participants from the three different courses. This procedural aspect set the stage for a night brimming with intellectual relevance and cultural resonance. The atmosphere was then further energized by a variety of captivating performances that were masterfully delivered by students from the three partner universities, University of Mataram, Seoul National University, and National University.

The cultural exchange event that was planned to formally end the program embodied the spirit of intellectual engagement and cross-cultural synergy.

CONCLUSION

The University of Mataram Community Service (KKN) International team was a successful collaboration between the University of Mataram and Seoul National University. The program offered a variety of activities that were beneficial for the community, including basic Korean language classes, Korean EPS Topic classes, Korean Tourism classes, and Digital Business classes. The program also held beach cleaning activities on Coco Beach.

Anybody who wants to work or visit in Korea can benefit from studying the basics of the Korean language, which served as a foundation. People who desire to work in Korea were targeted by the Korean EPS Topic classes, which gave them the knowledge

and abilities necessary to succeed in the Korean labor market. Students who are interested in working in the tourism sector or visiting Korea as a tourist will benefit from learning about Korean culture and tourism in the Korean Tourism classes. Students learned how to launch and expand a firm utilizing digital media in the Digital firm seminars, which provided them with a useful lesson for the globalized economy.

The beach and marine ecosystem were preserved as a result of the beach cleanup initiatives. The University of Mataram KKN team, Seoul National University, and the National University had a great opportunity to give back to the community and improve the environment through these initiatives.

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