

Indonesian Local Wisdom as the Content for an English Business Presentation: Students' Understanding and Perception.

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Abstract. This era of technology compels university students to equip themselves with virtual business presentation skills. Generally, a business presentation in English is related to business content which is used specifically for marketing or selling. However, for a certain purpose, a business presentation has a specific purpose to give essential information to the audience. This research study is a part of dissertation research that aims to reveal the students' understanding of local wisdom namely Pancasila – Indonesian national values as the content of an English business presentation and reveal their perception toward the use of the content. A questionnaire was distributed to sixty students in two classes joining the English for Business Presentation Course at BINUS University, Jakarta. A virtual interview for ten students from both classes was also conducted to support the data found. A mixed-method analysis was used to analyze the data found. The result shows that their understanding of Pancasila; the local wisdom as the content is not high as it is expected, however, they perceive quite high for the use of Pancasila as the content for a business presentation.

Keywords: english speaking skill; business presentation; content; local wisdom; pancasila.

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INTRODUCTION

Higher education students are facing the global era that enforce them to take part in the global world either for education or for the business world. They should be equipped not only with the hard skills of the compulsory courses of their stream to master but also some soft skills to support them (Pereira & Costa, 2017). The students are expected to have graduate soft skills which are defined as the important aspects for searching for employment and for being successful in the workplace. (Qizi, 2020). The aspects of soft skills cover team-working, problem-solving, coordinating, and communicating. By having those soft skills, graduates are expected to win global employability.

Since the government of Indonesia concerns about its national local wisdom and values, in 2014 all levels of education including higher education must embed the wisdom and values in their curriculum and syllabuses (Kemenristekdikti 2014) It is aimed to introduce Indonesian local wisdom and values to the young generation which is hoped that although they participate in the global world, they still root their behavior on values by recognizing and appreciating Indonesian culture and values.

Based on global employers' need of the

graduates, one aspect among the soft skill aspects is the ability to communicate either in spoken or written form. in which the spoken ability is to negotiation skill and presentation skills. (Sonnenschein and Ferguson, 2020). Presentation skills play a significant role to share information in effective ways and manner (Mehta & Mehta, 2019). Global organizations take the benefit of the employee with value-added presentation skills which can contribute to business deals. To prepare the graduate, higher education students need to be supported.

Generally, a business presentation has purposes for business deals in which the presenter's performance may benefit the business targets, especially for marketing and selling. However, a business presentation also has purposes to explain or persuade the audience for a certain important business material. In a business presentation, content refers to the main material to present which commonly is about products or services. There are previous research studies that discuss local wisdom for courses in higher education, but none discusses the local wisdom and values as the content for a business presentation in English classes. Therefore, this research study as a part of a dissertation aims to reveal the students' understanding of local wisdom namely Pancasila – Indonesian national values as the content for a business presentation

and reveal their perception toward the use of the content for a business presentation.

THEORETICAL FRAMEWORK

English for Specific Purposes

The term ESP has been stated in the 1960s when some scholars and language practitioners began to realize that general English is too broad content to learn and somehow does not meet the need of specific parties such as employers or the field of job employment. ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessarily restricted competence with this area (Nodoushan, 2020). Moreover, it is stated that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. It implies that the study of ESP should be started from the learners' needs. It is also connected to the purpose of the learners after learning the language such as they need them to enter the employment world.

In today's era, graduates are expected not only to master language for academic but also for their future global job which needs certain skills such as communication and presentation. ESP for those areas will support the graduates to be able to easily adapt the global communication

Business presentation

Business presentation as the oral production oral presentation may refer to a form of public speaking with a defined topic which is delivered from a speaker to the audience through linguistic (the language or the chosen words), paralinguistic (intonation and pitch), and extra-linguistic (gestures and facial expression) (Li, 2018). In delivering the oral presentation, a presenter is demanded to have good knowledge of the topic s/he presents, high-level language proficiency, effective delivery skills, good paralinguistic and extra-linguistic ability, and good psychological qualities which refers to handling nervousness (Li, 2018). This business presentation is governed by a structure that a whole business presentation should cover three important aspects 1. Introduction, 2. The main body and 3. Conclusion (Živković, 2015). The introduction covers greetings the audience, self-introduction, explaining the purpose of the presentation, outlining the presentation. The main body focused on the main points to explain. The presenter should state a well-structured idea clearly and be supported with examples and

visual aids, which should be in chronological order. The last is closing which offers a conclusion, summarizing the main points, handling questions and answers.

Topic in business presentation becomes the central idea in the body of presentation besides its purpose because it determines the content to present. Different topics may have the same purpose in presentation and on the contrary, the same topic may have different purposes. The topic and the purpose are determined in the first place, the determining the content the next. A presentation at least should have a purpose, which may be more than one. The purposes of a business presentation are to give information, education, motivation, or to persuade audiences either to the internal and external audience (Chron, 2020).

Local wisdom

The Indonesia Ministry of Education through the Directorate of Higher Education has stated that one of the graduate standards suggests local wisdom should be integrated with curriculum for higher education (2014). Its purpose is to introduce the Indonesian local wisdom to the young generation to know and understand their own culture. Local wisdom refers to knowledge, belief, understanding, and customs or ethics that guide human behavior in an ecological community. It contains knowledge and understanding on humans, nature, and custom as the wisdom of certain communities either in a small community like region or large scopes like a province and a country. This traditional wisdom is learned, practiced, taught, and passed down through generations and shaped human behavior in their daily lives (Febriyantoro, 2017). People among the community share their knowledge and culture and become the agreement in the way how to react and behave in the community. Digging and understanding the local wisdom is to be able to figure out how to manage and conserve the natural resources and the environment. (Farhan and Anwar, 2016).

Indonesia as an archipelago country stated its Independence Day on 17 August 1945 has its Indonesian local wisdom which is stated in the National Principles, Pancasila and its emblem Garuda Pancasila, and the motto of *Bhineka Tunggal Ika* which means unity in diversity. In this late era however, the Indonesian young generation seems to neglect the values of the Pancasila. There is an identity crisis in the absence of commitment to the community in the practice of Pancasila values in the life of the

nation 12 (Amir, 2013).

Pancasila

Pancasila is a creed that Indonesia's first leader, President Sukarno, presented on June 1, 1945. To this day, it remains the philosophical basis of the Indonesian state. Pancasila is based on two Sanskrit words: *panca*, or "five," and *sila*, which means "principles." It stands for the five inseparable and interrelated principles at the heart of Indonesia:



Figure 1. Garuda Pancasila

Source:

http://indahnesia.com/indonesia/INDCOA/coat_of_arms.php

1. Belief in the one and only God
2. Just and civilized humanity
3. The unity of Indonesia
4. Democracy is guided by the inner wisdom in the unanimity arising out of deliberations amongst representatives
5. Social justice for the whole of the people of Indonesia

The emblem of Garuda Pancasila as shown in picture 1 symbolizes something and represents the meaning. The color of the bird is gold to visualize prosperity. The feather of the eagle bird represents the Independence Day, 17-08-1945 which is represented in the 17 wing's feather on each, 8 tail feathers, and 45 feathers on the neck. The bird turns to the right which symbolizes the 'right' value and its feet keep on the red and white ribbon stating '*Bhinneka Tunggal Ika*' from the Sanskrit language means unity in diversity and the national flag. It contains the meaning that although Indonesia is an archipelago country, all are united in one country with the same purpose. In its breast, there is a shield to keep the nation from the intruder. In the shield, there are five pictures, and each symbolizes the value. The golden star represents the country believe in only

God the Almighty, the chain for humanity, banyan tree symbolizes the unity of its people. The red buffalo head represents democracy and the rice and cotton flower represent social justice.

METHODS

Data collection

60 students from 2 classes joining English Business presentation Course in the first semester. These students had minimum requirements of a PBT TOEFL score of 500 and were categorized as having good English. They did not have many barriers to using English as a means of instruction and presentation delivery. A closed and open questionnaire was distributed to the students as the participants on the first session of the English for Business Presentation Course. In this session, lectures gave the introduction of the classes and asked the students to fill the questionnaire. The questionnaire was in English, and for the open questions, students were required to answer all questions in English.

Data Analysis

The data as the results of the questionnaire were analyzed using a mixed-method. The data were categorized into two areas; students understanding of the topic was analyzed qualitatively and students' perception was analyzed quantitatively and presented qualitatively.

RESULT AND DISCUSSION

There are two major discussions as the result of the questionnaire. The first is students understanding of the topic of local wisdom which will be used as the main topic and content for their business presentation and the second is their perception of using local wisdom, Pancasila for the topic and content of their presentation.

Students' understanding of the local wisdom

Indonesian students officially must learn the national values and local wisdom at school, and it is stated in the national curriculum from elementary to high school and even two or four credits in higher education. Among many materials presented in the curriculum, Pancasila as the national values and Garuda Pancasila as the emblem are taught in those levels of education.

Chart 1 shows students' understanding of the emblem of Garuda Pancasila and its meaning. From the first question of whether they have learned the material since they were kids. 83% of the participants agree with it. Those who did not

agree were those who studied in international schools abroad. However, for the second question, only 58% stated that they know each part of the Garuda Pancasila Emblem while 25% were in a neutral position which means that they were not sure if they knew all material and the rest did not know about it. The result of the second question is supported by the data that even only 40% know how the meaning of each part in the emblem and 35% do not know them. 25% of participants in the neutral position stated that they know the parts and know their meaning but are only able to mention them in Bahasa Indonesia and they do not know how to mention them in English.

When the students were asked whether they knew each picture in the shield of the emblem which means the five principles of Indonesia, 67% agreed they could mention each picture and 17% can mention parts of them while 16% could not mention them. It is quite interesting to see the result that even 67% stated that they could mention the picture in the shield, only 30% could explain the meaning of each while 50% could not explain it and 20% could explain it in Bahasa Indonesia or only parts of them.

The result of the interview emphasized their answer on their understanding of Pancasila, “Yes, I learned Pancasila since I was in elementary school, and It was a quite long time”. The others stated that they understand Pancasila and its values, but it was easy to explain them, especially when they must explain it in English. “I understand each part of the emblem of Pancasila, but I do not remember all the details. It was long ago”.

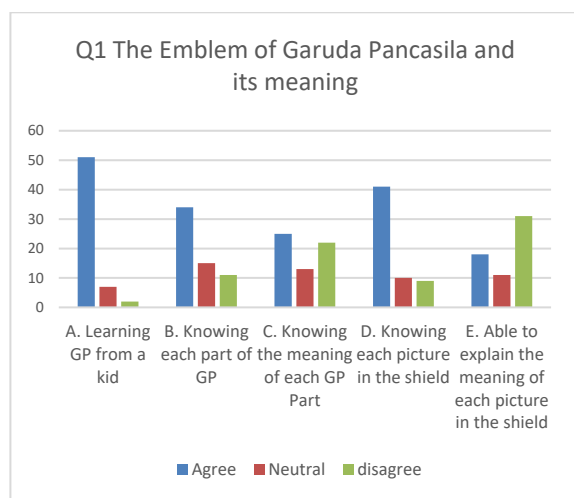


Figure 1. The Emblem of Garuda Pancasila and its meaning

Pancasila has five percepts, and each has its specific meaning and is symbolized with each picture. In this section, the questions are about whether the students can mention the meaning of the emblem including the color which also represents specific meaning.

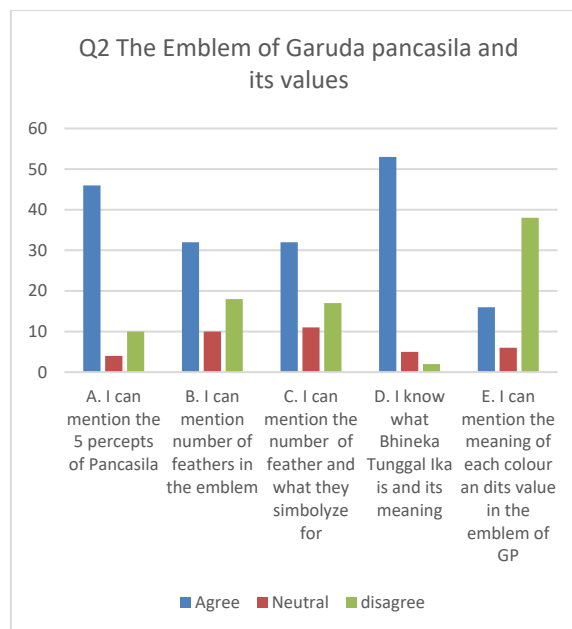


Figure 2. The Emblem of Garuda Pancasila and its values

Digging up the students’ responses whether they could mention the five percepts of Pancasila, more than 75% agree that they can mention them and only 17% disagree that they could mention them. As the feather in the emblem represents a specific number that symbolized the Indonesian independence, only 50% agrees they could mention them while 17% were not sure and 33% were not able to mention them. The great thing is when they were asked whether they know the Indonesian motto ‘*Bhineka Tunggal Ika*’ which means unity and diversity, 88% agree they could explain the meaning and only 1.7% disagree with it. The question about the color used in the emblem which is dominated gold, red and white are not the topic the students know as the result shows that 63% disagree and stated that they did not know the meaning of the colors and only 27% agreed that they were able to mention the colors and their meaning.

Their interview result supports the result that they could mention the five precepts, but they get problems in stating them in English. “*I remember the 5 percepts, but I do not know how to say it in English. So, I just answered in Bahasa*

Indonesia". The other stated, "I remember the five percepts and I can state them except the fourth because it is too long". The statement about the feathers that 33% stated they did not know is emphasized with their answer "I think I remember that the feathers in the emblem have meaning but I do not remember all. I only remember the tail. It has 8 and I think is the month of the Independence Day"

Students' perception of the use of local wisdom

Topics for business presentation commonly are related to a business project, marketing, or branding. However, based on the purpose it can be used to give information and education. Therefore, finding students' perception about the topic which seems to be uncommon in a business gives a different perspective to seek whether students perceive highly into this idea before they joined the course.

Table 1. Category of the average score

Criteria/Class	Criteria /Category
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Average
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Table 1 is the category used to classify the average score in each area. Which ranges from very low to very high. The very high criteria/category refers to the highest perception of the students toward the issues or questions ask to them, on the contrary, very low refers to the students who disagree with the issues or questions.

Table 2 shows the result of students' responses toward their perception of the necessity of understanding the matinal principles and value of Pancasila. From the first question about the necessity of higher education students to learn the emblem of Garuda Pancasila in English Version, it can be gained the result that they perceived it very high by having an average score of 4.5. They also have a high perception of the necessity of them to learn the value of Indonesian National Principles with an average score of 4. The importance of students to have the ability to explain the emblem of Pancasila and its meaning in English is also perceived in the average score of 3.6 which means high. The same as the importance of having the ability to explain the emblem of Pancasila and its meaning in English show the result of average 3.5. The same average score of 3.5 is for students' perception of the importance of having the ability to explain Pancasila and its value using English.

Table 2. The importance of understanding National Principles of Pancasila

Statements	SA	A	N	D	SD	weight	average
	Weight	Weight	Weight	Weight	Weight	x	
	5	4	3	2	1	Frequency	
Students must learn the emblem of Garuda Pancasila in the English version	40	14	4	0	2	270	4.5
It is necessary for students to learn the value of the Indonesian National principles	32	10	11	2	5	132	4
Students need to be able to explain the parts of Garuda Pancasila in English	26	12	7	8	7	125	3.6
Students need to be able to explain the emblem of Pancasila and its meaning in English	23	10	13	2	12	140	3.5
Students need to be able to explain Pancasila and its value in English	24	17	4	8	7	123	3.5
Total average							3.94

Overall, the students' perception based on the importance to learn and have the ability in explaining Pancasila and its meaning and values are categorized high with an average score of 3.94. It indicates that they need to learn and have

knowledge of the topics to present their national emblem of Pancasila and local wisdom.

Finding the students' perception of their interest in using local wisdom as the topic of a business presentation is interesting. As it is shown

in table 2, the overall average score is 3,23 which is categorized into an average perception. Two statements are shown with the result below 3. The first is with an average score of 2.62 as they perceived that local wisdom has good value to share but not through a business presentation

while the second is with the average score of 2.82 that they perceived Pancasila and its values are interesting but not as the content of a business presentation. However, they perceived high on the use of local wisdom used as the content of a business presentation with a total score of 3.87.

Table 3. Pancasila as the Content of Business Presentation

Statements	SA Weight 5	A Weight 4	N Weight 3	D Weight 2	SD Weight 1	weight x Frequency	average
I think that Local wisdom is interesting for the topic for Business presentation	31	6	11	8	4	232	3.87
I think Local wisdom has good value to share through a business presentation	22	15	9	6	8	217	2.62
I think it is interesting to be able to explain the emblem of Garuda Pancasila in English	16	12	14	7	11	195	3.25
I think it is interesting to use Pancasila and its value for the content of a Business presentation	13	10	7	13	17	169	2.82
I think it is interesting to use Pancasila and its meaning as the content of the Business Presentation	18	20	8	6	8	214	3.57
Total average							3.23

Based on the average score in the statement of whether they think that being able to explain the emblem of Garuda Pancasila in English is interesting, they perceived it quite high with the average score of 3.25 and on the contrary to the statement of they are not interested to use Pancasila and its values for the content in a business presentation, they perceived quite high in the statement that they are interested in using Pancasila and its meaning as the content of a business presentation with the average score of 3.57.

From the respondents' interview, it can get the further the explanation why beyond the low perception of local wisdom that is used for the topic of business presentation, "I think Pancasila is not supposed to be used for business presentation. Technology is more interesting", the other stated, "It is not common that Pancasila is used as the topic for business presentation". However, there is also a positive answer, "I think I haven't heard Pancasila is used for business presentation. Probably, it will be fun and interesting and supported with the other student stating "It is challenging to use Pancasila as the content of the business presentation. I have never explained it in English"

CONCLUSION

This research study first reveals the students' understanding of local wisdom namely Pancasila that the most of students understand Pancasila since they have learned it since they were in elementary school, especially they understand the parts and meaning of the emblem although few are not able to mention it. Students know the emblem of Garuda Pancasila and its values although they are not able to explain it. Students know Pancasila and its meaning but not for its values.

The second reveals students' perceptions toward the use of the content for a business presentation. The overall result is on average since they think it is not common to have Pancasila as the content of a business presentation although some of them perceive highly the use of Pancasila and its values as the topic and content of the business presentation. They perceive highly in using English to explain the content in a business presentation.

This research study is a part of the whole dissertation to find out students' understanding and perception of the use of local wisdom as the content of a business presentation. It is limited only to the two classes in the experimental design

of the research. Therefore, for future researchers, there are still some gaps to find out the same research studies for a bigger scope of content and participants of the research.

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