



Dangdut vs K-Pop in BIPA Learning in South Korea

(Dangdut vs K-Pop dalam Pembelajaran BIPA di Korea Selatan)

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Abstract: Dangdut is one of Indonesia's popular traditional music genres, rooted in Arabic, Malay, and Hindustani musical influences since the 1940s. Indonesia and South Korea share similarities in utilizing music for cultural promotion. Indonesia introduces its culture through dangdut music, while South Korea promotes its cultural identity through K-pop. K-pop is widely recognized among Indonesian youth, whereas dangdut remains relatively unknown in South Korea. Meanwhile, teaching Indonesian as a second language has developed significantly in South Korea, notably at Hankuk University of Foreign Studies (HUFS). Introducing dangdut music in BIPA (Bahasa Indonesia for Foreign Speakers) instruction offers a strategic potential that can be compared to K-pop as an instructional medium. This study aims to (1) explore the characteristics of dangdut and K-Pop as learning materials for BIPA in South Korea; and (2) describe the implementation of cultural diplomacy through dangdut music in the BIPA program. This research employed a qualitative descriptive method with a case study design. Primary data were obtained through observations, questionnaires, and interviews involving students, instructors, and program coordinators of BIPA at HUFS. Secondary data were collected from program documents and relevant literature. Data were analyzed using Miles and Huberman's interactive analysis model. The findings indicate that: (1) the communicative and contextual nature of dangdut is suitable for BIPA instructional materials, and K-Pop's popularity is leveraged to attract learner interest; and (2) the use of dangdut music in BIPA instruction serves as a form of cultural diplomacy that strengthens intercultural relations. This study contributes to facilitating South Korean learners' acquisition of the Indonesian language and ultimately enhances the achievement of cultural diplomacy between the two countries.

Keywords **BIPA, Culture, Dangdut, Diplomacy, South Korea**

Abstrak: Dangdut merupakan salah satu genre musik tradisional populer dari Indonesia yang berakar dari musik Arab, Melayu, dan Hindustan sejak tahun 1940-an. Indonesia dan Korea Selatan memiliki kesamaan dalam memanfaatkan musik sebagai media promosi budaya. Indonesia memperkenalkan budayanya melalui musik dangdut, sedangkan Korea Selatan melalui lagu-lagu K-Pop. Musik K-Pop telah dikenal luas di kalangan anak muda Indonesia, namun sebaliknya, musik dangdut belum banyak dikenal di Korea Selatan. Sementara itu, pengajaran bahasa Indonesia di Korea Selatan berkembang pesat sebagai bahasa kedua, salah satunya di Hankuk University of Foreign Studies (HUFS). Mengkenalkan musik dangdut dalam pembelajaran BIPA menjadi strategi potensial yang dapat dikomparasikan dengan K-Pop sebagai media pembelajaran. Penelitian ini bertujuan untuk (1) mengeksplorasi karakteristik dangdut dan K-Pop yang sesuai untuk sumber belajar BIPA di Korea Selatan; dan (2) mendeskripsikan implementasi diplomasi budaya melalui musik dangdut dalam program BIPA. Metode penelitian ini adalah deskriptif kualitatif dengan desain studi kasus. Data primer diperoleh melalui observasi, angket, dan wawancara terhadap mahasiswa, pengajar, dan pengelola program BIPA di HUFS. Data sekunder berasal dari dokumen program dan literatur relevan. Teknik analisis data menggunakan model analisis interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa: (1) karakteristik musik dangdut yang komunikatif dan kontekstual dinilai sesuai sebagai materi ajar BIPA, dan popularitas K-Pop dimanfaatkan untuk menarik minat pembelajar; serta (2) penggunaan musik dangdut dalam pembelajaran BIPA menjadi bentuk diplomasi budaya yang memperkuat hubungan antarbangsa. Penelitian ini berkontribusi dalam mempermudah pembelajar Korea Selatan mempelajari bahasa Indonesia dan meningkatkan pencapaian diplomasi budaya antara kedua negara.

Kata Kunci **BIPA, Budaya, Dangdut, Diplomasi, Korea Selatan**

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INTRODUCTION

Globalization impacts the economic and political spheres and significantly affects the realm of culture (Salamah & Setiawati, 2024; Rahmawati & Sulistyono, 2021; Febrianti & Ningsih, 2021; Pramadhanti et al., 2023). One form of popular culture that thrives amid globalization is music, which effectively conveys a nation's identity and character to the international community (Ariyanti, 2020; Ulya, 2021). In Indonesia, dangdut has become a widely recognized cultural icon that reflects local values and the uniqueness of Indonesian culture (Wiharyanti et al., 2020). In contrast, South Korea has successfully developed Korean pop music, or K-Pop, as part of its worldwide cultural diplomacy, drawing global attention through a structured and effective cultural promotion strategy (Antika et al., 2024). However, despite the popularity of these two genres of music and their ability to reach cross-border audiences, the implementation of dangdut as a learning medium in Indonesian language for foreign speakers (BIPA) programs, especially in South Korea, is still very limited (Sa'diyah, 2021; Raditya, 2021). The potential of dangdut to introduce Indonesian culture while enriching the cultural insights of foreign students is relatively high (Riyanto & Dewi, 2020). In this situation, reality shows that the utilization of dangdut as part of BIPA learning resources needs to be studied in depth, especially in the context of its existence in a country with a different musical culture, such as South Korea (Adji, 2020; Raditya, 2024; Wibowo, 2022).

Previous literature review shows that using music in foreign language teaching positively impacts students' motivation and learning ability. However, several studies by Nurhuda et al. (2023); Ramdhan et al. (2024); Syahfitri et al., (2024); Wati et al., (2024) and Kero & Wewe (2024) that reveal the utilization of music in language learning are still dominated by Western music genres such as pop or rock, while local music genres such as dangdut are often overlooked. Many language learning theories have also not specifically discussed how the special characteristics of local music genres can be integrated with teaching BIPA abroad. Dangdut's unique characteristics, such as simple lyrics, easy-to-follow rhythms, and strong cultural values, can provide a fun and practical alternative approach to language learning (Parc, 2020; Kim, 2020; Waszkiewicz & Oleszczuk, 2020). On the other hand, research on K-pop shows how this music genre has been successful in South Korea's cultural diplomacy, but very few studies have linked this success to formal foreign language learning approaches (Scott-Maxwell, 2020; Jin, 2020; Lopes, 2023). As a result, academic literature has not been able to provide clear answers on the specific characteristics of dangdut and K-Pop that are most suitable to be applied in the context of BIPA learning in South Korea, as well as how dangdut can be effectively utilized in cultural diplomacy through BIPA programs (Whisnubrata, 2024).

The purpose of this research is, first, to explore in depth the characteristics of dangdut and K-Pop music that are suitable to be used as learning resources in the BIPA program in South Korea. This exploration is important because it will open up insights on how these two types of popular music can be used as learning tools that attract students and introduce Indonesian culture effectively. Secondly, this research aims to describe the implementation of cultural diplomacy through dangdut in the BIPA program. In this case, the research will highlight how dangdut can serve as a strategic medium to increase South Korean students' understanding and appreciation of Indonesian culture, while also informally strengthening diplomatic relations between countries through education and cultural channels (Indriyani et al., 2024; Rosa et al., 2024; Yolanda, 2018). By identifying appropriate music characteristics and effective cultural diplomacy implementation strategies, this research is expected to provide concrete guidance for teachers and managers of BIPA programs in South Korea (Mulyanah et al., 2023; Julfiyatun & Setiawan, 2025).

Although research on the use of music in foreign language teaching is quite extensive, there is a significant gap that has yet to be fully answered by academic literature, namely the utilization of local

music genres such as dangdut in BIPA abroad, especially in South Korea. This gap is even more pronounced considering the growing international popularity of dangdut, yet it has yet to be adequately accommodated in Indonesian language learning as a foreign language. On the other hand, the urgency of this research also lies in the concrete need to present alternative learning media that are more contextual and culturally sensitive, which are still dominated by conventional approaches. This research becomes essential because by studying dangdut and K-Pop, BIPA teachers can have additional references to develop teaching materials that are interesting and relevant to the interests of international students, especially South Korean students. Thus, this research is not only important from an academic perspective but also has a high practical urgency in improving the effectiveness of BIPA learning.

The contribution of this research mainly lies in enriching academic literature regarding integrating local culture in foreign language learning through popular music media such as dangdut. The results of this study will provide new insights into the characteristics of dangdut that are most effectively used in BIPA learning as well as strategies that can be used to implement cultural diplomacy through music in an international context. Practically, this research is expected to serve as a guide for BIPA education practitioners to design more contextual and engaging teaching materials for international students, especially in South Korea. In addition, this research also contributes to Indonesian education and cultural policies, especially in supporting cultural diplomacy efforts through the BIPA program to promote Indonesian culture in the international arena. Thus, this research has implications for academic aspects and broadly impacts promoting national cultural identity globally.

METHOD

This research is descriptive qualitative research. This research aims to gain an in-depth understanding of the introduction of dangdut music in the Indonesian Language for Foreign Speakers (BIPA) program in South Korea, especially in the context of cultural diplomacy implementation. The approach used in this research is qualitative. This approach allows researchers to understand social or cultural phenomena in a particular context deeply. In this case, the research focused on introducing dangdut music in the BIPA program in South Korea. The design used is a case study, allowing researchers to explore the phenomenon in detail and comprehensively in the context of the BIPA program at Hankuk University of Foreign Studies (HUFS).

The data in this study consisted of primary and secondary data. Primary data was obtained through interviews, questionnaires, and observations of the BIPA learning process that involved introducing dangdut music. Primary data sources included HUFS students who participated in the BIPA program, Indonesian language teachers, and the person in charge of the BIPA program. Secondary data was obtained from BIPA program documents, literature on cultural diplomacy, and scientific references on dangdut music and Indonesian language learning for foreign speakers.

The data collection techniques used in this study were observation, questionnaire, and interview. Observations were made directly in BIPA classes to observe how dangdut was introduced in the learning process. Questionnaires were distributed to students to find out their knowledge and views on dangdut music. In-depth interviews were conducted with students, teachers, and the person in charge of the BIPA program to explore their perceptions and experiences in introducing dangdut music as part of cultural diplomacy. Data was analyzed using Miles and Huberman's interactive analysis model, which consists of three stages: data reduction, data presentation, and conclusion drawing/verification. Data from questionnaires, interviews, and observations were analyzed simultaneously throughout the research. This analysis aimed to identify important patterns or themes related to the effectiveness of dangdut introduction in the BIPA program as part of Indonesia's cultural diplomacy in South Korea.

RESULTS AND DISCUSSION

Results

The results of this study show that dangdut has unique characteristics that distinguish it from

other music genres. This study found similarities and differences between musical arrangements, including genre, rhythm, melody, and lyrics of dangdut and K-Pop songs. These similarities and differences offer positive potential that can be utilized as a supporting tool in the Indonesian Language for Foreign Speakers (BIPA) learning program in South Korea. Using dangdut as a learning medium makes learning Indonesian easier for South Korean learners, especially when combined with K-pop in one learning session.

Dangdut songs in learning Indonesian can be applied in various language activities, such as listening, reading, speaking, writing, singing, and cultural performances. These activities help improve language skills holistically. Moreover, incorporating songs from both countries, Indonesia and South Korea, enriches the learning experience and introduces important components in BIPA learning, such as cultural comparison, active interaction, and more in-depth evaluation and feedback. Thus, this approach supports language learning and strengthens cultural diplomacy between Indonesia and South Korea.

Suitable Dangdut Music Characters for South Korean Learners in the BIPA Program

Dangdut music was developed in Indonesia and strongly influences people's daily lives. It is known for its easy-to-understand lyrics, memorized meanings, instruments used, and tones produced. Dangdut is an Indigenous Indonesian culture that can adapt to the times, thanks to its ability to combine musical elements from various genres and update its instrumentation. Its distinctive rhythm and prominent musical patterns make dangdut readily accepted by various groups (Kusumaningsih, 2024; Mahardhika, 2023; Ariyanti, 2020).

Dangdut music in education, especially in learning Indonesian for Foreign Speakers (BIPA), has excellent potential to increase learning motivation. As Ardiyanti & Septiana (2023) explain, music can create a positive atmosphere that encourages student engagement in the learning process. This high engagement contributes to improved language retention and academic success. Interactive classroom activities, such as karaoke, lyric writing, or discussion on the theme of the song, can make the learning process more interesting and fun (Sa'diyah, 2021; Andajani et al., 2023; Faizin et al., 2023).

In addition, the consistent rhythm found in dangdut can help BIPA learners develop their memory and speaking skills. According to Riyanto & Dewi (2020), integrating dangdut songs in learning activities makes language teaching more dynamic, involving various aspects of language skills such as listening, speaking, and writing. Thus, dangdut is entertainment and an effective educational tool supporting language learning.

Amid increasingly strong globalization and digitalization, the development of music in Indonesia began to be influenced by musical cultures from other countries. Dangdut, one of Indonesia's popular music genres, can be combined with other music genres. When aligned with K-Pop, dangdut and K-Pop attract listeners' attention similarly. Despite the difference in genre, both have their appeal that can affect learners' social and emotional patterns. In South Korea, for example, learners who tend to be shy can be more active and engaged in the BIPA program through an approach tailored to dangdut music's characteristics.

Dangdut, with its distinctive rhythms and lyrics that often describe everyday life, offers an experience close to Indonesia's social reality (Setiawan et al., 2017). In contrast, as the main representation of South Korean pop music, K-pop is known for its sparkling production, stunning choreography, and lyrics that focus on modern themes and love (Kim, 2023; Fendler, 2022). Although both come from different cultural backgrounds, dangdut and K-pop not only serve as entertainment but also have the potential to be an effective language learning medium. These two genres' emotional and cultural engagement can support language learning, create a fun atmosphere, and increase learners' motivation to join the BIPA program.

This potential is even more relevant in language education, especially for South Korean learners enrolled in the BIPA program. By adapting the character of dangdut to the preferences and socio-emotional patterns of South Korean learners, dangdut can be an effective tool to increase engagement and active class participation. Integrating dangdut elements in learning materials enriches

the learning experience and helps learners develop language skills through a familiar and fun medium.

The characteristics of dangdut music include: (a) it uses a lot of acoustic instruments, such as drums, etc.; (b) it uses mechanical organs and violins; (c) the lyrics of the songs are straightforward to digest and understand by the people, so it is not difficult for people to accept; (d) it has three types of rhythms, namely *senandung* (very slow), *lagu dua* (slightly faster rhythm) and *makinang* (faster); (e) has a very melancholic music rhythm; (f) relies heavily on tabla beats; (g) the meaning of the songs are mostly about stories in everyday life; and (h) generally does not have a chorus, but has a second part with a different melodic structure from the first part.

The characteristics of dangdut can be adapted to South Korean learners in the BIPA program. South Korean learners can recognize dangdut instruments through musical instruments such as drums, bamboo flute, tambourine, mandolin, tabla, guitar, and saxophone. This makes dangdut music able to increase learning motivation by creating a more interesting and fun learning experience. BIPA learners involved in dangdut music activities tend to be more eager to learn Indonesian (Taufik et al., 2025).

Dangdut music is now understood as a local identity because it represents the lives of Indonesians. It is also considered an intangible cultural heritage that the Ministry of Tourism and Creative Economy is submitting to UNESCO. Although dangdut is more limited to specific regions outside of Indonesia, it has potential as a language learning tool due to its connection to Indonesian culture and language (Husna, 2022).

One strategy is to combine K-pop music with dangdut, which can reflect an enjoyable process of cultural acculturation. In the BIPA program, South Korean BIPA learners can learn dangdut music as a medium to learn Indonesian texts in its verses. Due to the closeness of K-pop and dangdut music culture between the two countries, South Korean learners can receive the BIPA program well.

Based on data in the field, South Korea actively supports cultural diplomacy efforts by providing funding for implementing Korean language and culture teaching programs. When K-pop and Korean dramas penetrated the world, the demand for learning the country's language was high. The South Korean government opened cultural diplomacy through K-pop and Korean dramas.

Cultural diplomacy through dangdut music can be done through the following steps: (1) look for K-Pop music genres that have instrumental similarities with dangdut; (2) introduce a form of acculturation of dangdut music combined with other genres; (3) introduce dangdut music in the BIPA program; (4) choose dangdut music videos that represent the distinctiveness of Indonesian culture; and (5) utilize dangdut music as a learning medium in the BIPA program. The following are the titles of dangdut songs that have similarities with K-pop based on the arrangement and lyrics.

Table 1
Song titles that have similarities

No	Lagu Dangdut	Lagu K-Pop
1	<i>Apakah Itu Cinta</i> (Happy Asmara)	Playing with Fire (Blackpink)
2	<i>Kereta Malam</i> (Juwita Bahar)	After School (Weeekly)

The song “*Apakah Itu Cinta*”, popularized by Happy Asmara, is a dangdut song, a traditional Indonesian music genre. In terms of its arrangement, the song has an upbeat rhythm using traditional musical instruments, such as drums, guitar, and organ. Its fast rhythm is interpreted as an upbeat song that encourages people to dance. The melody used in the song tends to be catchy with an easy-to-follow structure. In addition, the melodies are also repetitive or tend to be repeated. This repetitive melody usually makes the song easy to remember and sing. The singer's vocals have a strong emotional expression. The song is generally about feelings of love and confusion in relationships. The lyrics are often emotional and describe the dilemma of love. The lyrics contain doubts and pain in relationships, with a soulful delivery.

The song “*Apakah Itu Cinta*” is similar to "Playing with Fire," popularized by Blackpink, a female singing group from South Korea. The song is in the K-pop and South Korean pop genres, with electronic dance music and hip-hop elements. The song has a modern rhythm with synthesizers and a strong bass. The music production is very sophisticated. K-Pop song structures often have catchy intros, prominent choruses,

and dynamic changes in the verse and bridge sections. This song is also themed around a love relationship. Unlike the song “Is That Love”, the lyrics of this song do not discuss sadness, but discuss liking someone. This liking is described as playing with fire because it can cause danger if not controlled. Playing with fire in the song lyrics means playing with love.

Based on Table 1, the song “*Kereta Malam*” popularized by Juwita Bahar is similar to a K-pop song “After School” popularized by Weeekly. “*Kereta Malam*” has a dangdut genre with a different arrangement from “*Inikah Cinta*”, which has a modern touch or variation in the use of musical instruments. This song can focus more on the story and its emotional lyrics. This song has the same rhythm as dangdut songs in general, which is a song with a prominent tempo. The instruments used are also similar to those in other dangdut songs, which include drums and organ. This song has a catchy melody with a repetitive structure. This song may describe an emotional journey, literally or metaphorically, using the night train as a symbol of travel or feelings. The lyrics in this song describe the excitement of going to meet someone who is missing.

Meanwhile, the song titled “After School” popularized by Weeekly has a South Korean pop genre with a cheerful and energetic touch. The arrangement of this song generally has a fast tempo, cheerful melody, and neat production with the use of synthesizers and energetic drums. The song structure tends to include memorable chorus sections and elements that make the listener want to move to the beat. The song is about the joy of students after school hours. The lyrics are light, upbeat, and focus on positive experiences and togetherness.

Implementation of Cultural Diplomacy through Dangdut Music in the BIPA Program in South Korea

Cultural diplomacy refers to the use of culture as a tool to achieve diplomatic goals, such as improving a country's image, enhancing bilateral relations, and promoting cross-cultural understanding (Husna, 2022). Cultural diplomacy plays an important role in shaping a positive image and increasing trust from other countries. Through cultural promotion, a country can gain cross-sectoral benefits while strengthening its national identity at the international level (Raharja, 2023). Countries also use cultural diplomacy strategies to introduce and promote aspects of their culture to the international community. This not only helps to build a positive image and strengthen relations between countries, but also creates a deeper understanding and connection between different cultures. BIPA is a program designed to teach the Indonesian language and culture to foreign speakers. The program aims to introduce the Indonesian language and aspects of Indonesian culture, such as customs, traditions, and arts, to participants from different countries. BIPA is a form of cultural diplomacy that utilizes language teaching to build international relations and increase understanding of Indonesia (Setiawan et al., 2017; Husna, 2022).

One form of cultural diplomacy through the BIPA program is implementing dangdut songs in Indonesian language learning. Dangdut songs can be categorized into several language activities: listening and reading, speaking and writing, singing and performing, and cultural activities. Dangdut music offers a deep insight into Indonesian life and culture, helping Korean students to understand and appreciate Indonesian culture. This understanding is important for building better bilateral relations and reducing cultural stereotypes. Teachers use these songs in Indonesian language learning to help students understand vocabulary, sentence structure, and cultural aspects. The teacher uses transcriptions of the lyrics in the listening and reading activities. The teacher asks students to read the lyrics or vice versa while listening to the song. This can help students understand new vocabulary and sentence structure. The teacher asks students to discuss the lyrics' meaning and the song's cultural context. For example, students explain how the metaphor of the song “Playing with Fire” is popularized by Blackpink.

In the speaking and writing activity, the teacher invites students to discuss the theme of each song that has been chosen. Students are asked to tell or present 1) what feelings or stories are conveyed in the song that has been heard; and 2) how the song's theme relates to its culture or daily experience. In the creative writing activity, students are asked to write a story or poem based on the theme or mood of the song that has been listened to and presented before.

Singing and performance activities are carried out by inviting students to karaoke. This activity aims to practice pronunciation and intonation. In addition, these activities can also help students practice in a fun

and non-boring way. Students can perform a song that the teacher has chosen. The song chosen is indeed a song whose vocabulary is easy to understand and pronounce. Students can perform individually or in groups. This activity can improve students' speaking skills and confidence.

Teachers invite students to compare the two cultures through songs during cultural activities. Students are asked to discuss the differences between dangdut and K-pop. Then, students explain how music reflects the culture of each country. This helps students understand the cultural context behind the language. Discussions about this cultural activity can be developed by examining students' personal experiences. Each student certainly has a different experience, namely cultural activities in their country, which can then be compared with Indonesian culture, according to the song's theme discussed earlier. Teachers can ask students to share their personal experiences relevant to the song's theme. This can enrich their discussion and understanding of the lyrics. With this approach, students learn various language skills and gain insight into Indonesian and South Korean music culture.

The integration of dangdut songs and music with K-Pop in BIPA Learning in South Korea that has been carried out can show several important components in BIPA learning, namely cultural comparison, interactive activities, and evaluation and feedback. Cultural comparisons include comparative discussions and collaborative projects. The comparative discussion was carried out by comparing the cultural elements contained in dangdut and K-pop. In addition, comparative discussions are also carried out by discussing differences and similarities in music, fashion, and dance. Cultural comparisons in collaborative project activities can be done by asking foreign learners to create projects that combine elements of dangdut and K-Pop, such as creating music performances that combine both genres.

In addition to cultural comparison activities, the integration can be used for interactive activities. Interactive activities are carried out by facilitating collaboration and communication between students to increase learning effectiveness. Interactive activities that can be done are mixed performances and group discussions. Mixed performances are carried out by creating events in the classroom so that foreign learners perform performances that combine dangdut and K-Pop. The performance can be a dance, a song, or a short play. Meanwhile, group discussions are conducted on how music affects language and culture. Discuss the influence of globalization on dangdut and K-pop.

In addition to cultural comparisons and interactive activities, the integration that has been done can also be used for evaluation and feedback. The activities carried out were skills assessments and cultural feedback. In the skill assessment, teachers evaluate the foreign learner's language skills through singing, speaking, and writing activities. Meanwhile, teachers can provide constructive feedback by discussing how understanding of dangdut and K-Pop culture affects students' understanding of language and culture.

Using dangdut and K-pop in BIPA learning introduces foreign learners to Indonesian and Korean cultures and opens a window into different cultures. Using music and culture as tools makes teaching more engaging and relevant. This can ensure that activities are tailored to the language skills level of foreign learners and provide opportunities for them to practice in a fun and creative way. With the implementation that has been carried out, it can be seen that Indonesia can carry out language diplomacy through dangdut music culture, which is carried out in the realm of BIPA learning in South Korea.

Discussion

The results of this study substantially show that dangdut music has unique characteristics that have great potential to be used as a learning medium in the BIPA program in South Korea, such as the simplicity of the lyrics, repetitive melodic patterns, and strong cultural elements (Ningsih et al., 2024). These characteristics can make it easier for students to memorize vocabulary and understand the context of daily Indonesian use (Megawati et al., 2025). In addition, dangdut as part of cultural diplomacy has proven effective in increasing international students' interest in Indonesian culture, which is identified through increased student participation in classroom activities and their desire to learn more about Indonesian culture (Ningsih et al., 2024). On the other hand, K-pop's characteristics

that emphasize visualization, choreography, and modern style can motivate students to be active in learning (Ansyah & Salsabilla, 2024). Despite their different characteristics, these two music genres complementarily contribute significantly to supporting BIPA's learning objectives and enriching cultural diplomacy's more dynamic and interactive dimension (Ansyah & Salsabilla, 2024).

The discursive analysis of the results of this study shows an advantage compared to previous research, which tends only to utilize Western music genres in teaching foreign languages. Previous studies have focused more on entertainment without delving deeply into its cultural dimension. In this study, the use of dangdut is seen not only from the entertainment aspect but also from the local cultural aspect, which can strengthen national identity through the BIPA program. Compared to studies related to K-pop that have been widely conducted, this study presents a new perspective by juxtaposing two music genres from two different countries as a form of comparative analysis to find the suitability of the characteristics of each genre in the context of foreign language education (Ansyah & Salsabilla, 2024). Thus, this research makes an important contribution in complementing the limitations of previous research, as well as expanding academic insights on the potential of local music genres in foreign language education (Huzaifah & Maulani, 2024).

Reflection on this study's results shows that the research's purpose brings tangible benefits to language learning and cultural diplomacy. The results of the exploration of the characteristics of dangdut and K-Pop music as a learning resource show practical benefits in the form of increased enthusiasm for students in learning Indonesian as well as a deeper appreciation for Indonesian culture (Handayani & Nurlina, 2024). Thus, music serves as a language learning tool and an effective means to introduce the culture of a nation more broadly and deeply. This reflection strengthens the argument that dangdut music can be used as one of the strategic elements in Indonesian cultural diplomacy through the BIPA program abroad, especially in South Korea (Safitri & Vedyanty, 2024) this research provides concrete evidence that learning a foreign language combined with a cultural approach can positively impact academically and diplomatically.

The implications of the results of this study are pretty broad, especially for the development of BIPA teaching materials. First, the results of this research can be used as a reference for teachers in designing learning strategies that are more interesting, contextual, and relevant to the needs of international students. Second, these findings provide insight for educational and cultural institutions in developing more effective cultural diplomacy policies and programs through education. Another implication is the need for further development of various other local music genres that also have the potential to be used in BIPA learning, which have not been widely touched by academics and education practitioners (Safitri & Vedyanty, 2024; Handayani & Nurlina, 2024). Thus, this research opens up opportunities for more in-depth and wide-ranging follow-up research on the use of local music in foreign language teaching in general.

This research's results emerged because of several important interrelated factors. The first factor is the relevance of dangdut characteristics to language learning needs, such as a simple and easy-to-remember lyric structure, so that it is effective in supporting student vocabulary retention. Second, the cultural approach through dangdut offers more value in introducing Indonesian cultural identity, attracting international students' attention. Another factor is implementing dangdut in BIPA classes, which is structured creatively and integrated to create a fun and dynamic learning atmosphere. In addition, the high enthusiasm of South Korean students for popular culture also plays a role in supporting the success of the use of dangdut in BIPA learning. Therefore, the results of this study reflect a combination of the characteristics of the music genre, the right learning approach, and the positive response of students that support the achievement of the research objectives (Handayani & Nurlina, 2024).

Based on the results of this study, several actions need to be taken immediately. First, BIPA program organizing institutions are advised to actively integrate dangdut music into the curriculum to make Indonesian learning more effective and attractive to international students. Second, BIPA teachers need to receive special training related to music-based teaching methods to optimize the use of dangdut as a learning medium. Third, collaboration with dangdut music industry artists and players

must be established to ensure the availability of authentic and quality learning resources. Finally, Indonesian educational and cultural institutions must design sustainable strategic programs to support cultural diplomacy through music, which consistently involves local music genres such as dangdut in international activities, including in the BIPA program.

CONCLUSION

This study found that dangdut music has great potential as an Indonesian learning medium in South Korea, which has not been optimally utilized in the BIPA program. Contrary to the initial suspicion that dangdut tends to be less attractive to international students, the study's findings show that dangdut can significantly increase students' interest, especially in mastering vocabulary and understanding Indonesian culture. Even more surprisingly, the findings show that dangdut's simple characteristics in its repetitive lyrics and rhythm are very effective in helping students remember and understand Indonesian faster than conventional methods. In addition, dangdut has proven to be a powerful means of cultural diplomacy, successfully creating high enthusiasm among South Korean students for Indonesian culture, which was previously more familiar with K-pop. Thus, these findings break down the notion that local music genres are difficult to compete globally, while opening up new perspectives on using local popular music in international education.

The added value of this research lies in its significant contribution to scientific development, both theoretically and practically. Theoretically, this research makes an important contribution to enriching foreign language learning theories through cultural approaches, especially regarding how the characteristics of local music genres can be effectively utilized. These findings confirm that the cultural approach in foreign language teaching is not just a complement, but a vital element that can change the conventional learning paradigm to be more dynamic and contextual. Practically, this research makes a real contribution to Indonesian education practitioners, especially BIPA teachers, by providing alternative learning strategies that are more creative, innovative, and meet the needs of international students. This research also provides important implications for Indonesia's cultural diplomacy policy, showing that dangdut music can be a strategic medium in strengthening relations between countries through education. Thus, this research strengthens the relevance of language education and cultural diplomacy practically and academically.

Although this study has succeeded in identifying the potential and effectiveness of dangdut music in the context of BIPA learning, this research still has limitations that need to be acknowledged honestly and openly. The main limitation of this study lies in its geographical scope, which is limited to South Korea, so it cannot be directly generalized to the context of other countries with different cultural characteristics. In addition, this study only focuses on two popular music genres, namely dangdut and K-Pop, so it does not provide a complete picture of the potential of other music genres with similar characteristics and impacts in foreign language learning. Therefore, this research opens up important opportunities for the development of further research, especially in expanding the geographical scope and exploring other musical genres that have not been touched much by previous research. Further research is also suggested to test the effectiveness of dangdut in different cultural contexts more broadly, to obtain a more comprehensive picture of the potential of dangdut music in Indonesian language learning as part of cultural diplomacy.

DECLARATIONS

Author contribution	: Wati Istanti leads and is responsible for all research projects on Dangdut vs K-Pop in BIPA Learning in South Korea (Dangdut vs K-Pop dalam Pembelajaran BIPA di Korea Selatan). She also wrote the manuscript and collaborated with the second, third, and fourth authors. Nike Widya Kusumastuti helped write the article. Agus Sulaeman and Akhmad Fauzan assist in collecting and compiling data. The authors approved the final Manuscript.
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