Indonesian Language Learning Strategies for Students Speaking Mandarin in the VUCA Era

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ABSTRACT

In this fast-paced era, there are many changes, uncertainties, challenges, and ambiguities in various aspects, especially in the process of learning Indonesian for foreign speakers of child age. Therefore, this study aims to describe the results of exploration related to Indonesian language learning strategies for Mandarin-speaking students in an era of volatility, uncertainty, complexity, and ambiguity. The research method used is descriptive qualitative. Primary data sources were obtained from Indonesian language teachers at the Jakarta Taipei School Cooperation Education Unit. Data collection was obtained through interviews, observations, and document analysis. The data analysis of this study used the Miles and Huberman model which consists of three stages including data reduction from data collection results, data presentation, and drawing conclusions and verification. The results of this study indicate that there are modifications to learning objectives, needs analysis, materials, methods, media, learning resources, and evaluation of learning that have been adjusted to the characteristics of students, in this case, Mandarin-speaking foreign students. Thus, it can be concluded that the Indonesian language learning strategy for Mandarin-speaking students in this era has undergone many changes, with the aim of being more adaptive, innovative, and responsive in accordance with the needs of the times.

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1. INTRODUCTION

In the midst of rapid global change and full of uncertainty, the era known as VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) brings new challenges to various fields, including language education (Ithindi, 2024; Ling, 2024; van Wynen & Niemandt, 2020). VUCA describes an environment characterized by rapid change, high uncertainty, deep complexity, and ambiguity that is often confusing (Prameswari, 2022). Indonesian, as the official language of the Republic of Indonesia, has an important role in the context of Southeast Asia and the global world (Arju, 2015; Munadzdzofah, 2018). Indonesia, as the country with the largest economy in Southeast Asia and a market that continues to grow, makes Indonesian an increasingly relevant language in various fields such as business, diplomacy, and culture (Chadijah et al., 2023). For Mandarin-speaking students, the ability to communicate in Indonesian opens up broad opportunities for economic and cultural cooperation between Indonesia and Mandarin-speaking countries, especially China (Setijadi, 2015, 2016; Siregar et al., 2024).

In this context, the language learning process, especially Indonesian for Mandarin-speaking students, experiences pressure to adapt to constantly changing dynamics.

In the VUCA era, the learning process must take into account a dynamic and often unpredictable environment. Therefore, Indonesian language learning strategies must be designed flexibly to deal with changes in students' needs and situations. Indonesian language learning objectives for Mandarin-speaking students must be formulated considering the skills required in an ever-changing context. Learning objectives not only focus on mastering grammar and vocabulary but also on communication skills relevant to real situations students face. This includes the ability to interact in various social, cultural, and professional contexts (Suwandi, 2019).

Based on Wijaya et al. (2024) and Habibah & Nurhidin (2023), in the VUCA era, the learning process faces several significant challenges, these challenges include: (1) Volatility is rapid changes in technology, learning methods, and educational policies affecting the way learning is carried out. In the world of education, volatility is characterized by sudden curriculum changes, changing educational policies, and shifts in educational technology. The need to continually update materials and methods to make them relevant to the latest developments is becoming increasingly urgent. (2) Uncertainty is a condition where the future cannot be predicted clearly, so long-term planning becomes difficult in the learning environment, such as political and economic situations, which can affect student focus and motivation. In the world of education, uncertainty is uncertainty about the results of new teaching methods, the impact of new technology, or changes in the skills needed in the future. In this case, the world of education must provide flexibility in the curriculum and teaching methods to overcome various possible uncertain outcomes. This learning method must be flexible to deal with unexpected changes. (3) Complexity is a situation that involves many interrelated factors and is often difficult to fully understand in the language learning process involving various complex aspects, such as grammar, vocabulary, and social context. This complexity increases along with the growing era to understand and adapt to the dynamics of ever-changing needs. And (4) Ambiguity is ambiguity in learner needs and expectations, as well as in learning materials, demands strategies capable of dealing with unclear and often ambiguous situations. Unclearness regarding the ultimate goal of an educational program or differences in interpretation in evaluating student learning outcomes. In this case, it requires the ability to make good decisions even though the existing information is incomplete or unclear.

In facing these challenges, Indonesian language learning strategies for Mandarin-speaking students must be designed to be adaptive, innovative, and responsive. The first step that can be taken in facing these challenges can be done with (1) needs analysis, analyzing student needs is the key to designing appropriate strategies. This approach involves a deep understanding of Chinese language learners' backgrounds, motivations, and personal goals. With this information, teaching can be adapted to meet the specific needs of the learner, both in everyday language aspects and in academic or professional contexts. (2) Use Indonesian language learning materials that are relevant to the situations students face. In the VUCA era, learning materials no longer only include standard texts but must also cover current topics, news, and contemporary situations that students may encounter. This includes an understanding of Indonesian culture, social developments, and changes in policy. (3) Using learning methods must be adaptive and responsive to student needs. Project-based approaches, problem-based learning, and interactive methods become very important in developing communication skills. Technology integration, such as the use of language learning apps, interactive videos, and online platforms, allows students to learn in a more flexible way that suits their learning style. (4) Using learning media in the VUCA era must include various sources that can be accessed digitally and that are relevant to the student's situation. Learning resources include language learning applications, learning videos, podcasts, and other multimedia materials that can enrich the learning experience. The use of diverse media also helps students to more easily adapt to changes in learning material. (5) Evaluation in Indonesian language learning needs to be carried out holistically and continuously. Assessment focuses not only on exam results but also on progress in speaking, listening, reading, and writing skills. Formative assessment, ongoing feedback, and self-reflection are important parts of the evaluation process to ensure that students continue to develop and adapt to change.

Indonesian language learning strategies for Mandarin-speaking students in the VUCA era show many changes and adjustments to meet contemporary challenges. By modifying learning objectives, needs analysis, materials, methods, media, evaluation, and time management, this strategy becomes more adaptive, innovative, and responsive. This ensures that Indonesian language learning is not only relevant to current needs but can also adapt to ever-changing dynamics in the global context. This research aims to identify and describe the strategies used in learning Indonesian for Mandarin-speaking students in the VUCA era. By examining various learning elements such as objectives, materials, methods, media, evaluation, and time management, it is hoped that this research can provide recommendations for improving the quality and relevance of Indonesian language learning in a dynamic and uncertain global context.

2. METHOD

This research adopts a qualitative descriptive method to understand in-depth and comprehensively the Indonesian language learning process at the Jakarta Taipei School Cooperation Education Unit (SSPK), especially for Mandarin-speaking students. The qualitative descriptive method was chosen because of its ability to explore and explain the complexity of learning phenomena through the subjective views and direct experiences of research participants (Miles & Huberman, 2014).

2.1. Primary Data Sources

Primary data in this research was obtained from Indonesian language teachers who taught at SSPK Jakarta Taipei School. These teachers were selected because they have direct knowledge and experience in teaching Indonesian to Mandarin-speaking students. Their perspectives provide deep insight into the challenges, strategies, and effectiveness of the learning implemented.

2.2. Data Collection Techniques

To get a comprehensive picture of Indonesian language learning, this research uses several data collection techniques as follows:

1)	In-depth interviews were conducted with Indonesian language teachers to gather information about various aspects of learning, including the methods used, learning objectives, and obstacles faced. These interviews were designed to explore teachers' understanding, experiences, and views regarding their teaching practices. This technique helps in obtaining rich and contextual data regarding learning dynamics in the field.

2)	Direct observation in class provides the opportunity to see how Indonesian language learning takes place in real-time. Researchers recorded interactions between teachers and students, the use of teaching methods, and the application of media and learning materials. These observations allow researchers to understand how theory is applied in practice and how other factors influence the learning process.

3). Document Analysis: documents related to learning, such as learning plans, teaching materials, and evaluation notes, are analyzed to assess the suitability between planning and implementing learning. Document analysis provides additional information about the structure and content of the material taught, as well as how the evaluation was carried out.

2.3. Data analysis

Data analysis in this research follows the analysis model developed by Miles & Huberman (2014), which consists of three main stages:

1). Data Reduction: This stage involves the process of filtering and simplifying the data that has been collected. Data from interviews, observations, and document analysis were reduced to focus on information relevant to the research objectives. This reduction process helps in eliminating irrelevant or duplicate data so that researchers can identify the main themes that emerge from the data.

2). Data Presentation: After the data has been reduced, the next stage is presenting the data in a structured and easy-to-understand form. Data presentation can be in the form of narrative descriptions, tables, or graphs that illustrate patterns, relationships, and findings from the data that has been analyzed. This stage allows researchers to organize data systematically so that key findings can be identified and analyzed further.

3). Drawing Conclusions and Verification. The final stage is drawing conclusions from the data analysis carried out. This conclusion summarizes the main findings of the study and provides answers to the research questions. The verification process is carried out to ensure the accuracy and credibility of the conclusions drawn. Verification can involve cross-checking with other data sources, consulting with experts, or data triangulation to strengthen research findings.

3. RESULTS AND DISCUSSION

3.1. Results

Based on the results of data analysis of the implementation of Indonesian language learning at SPK Jakarta Taipei School (JTS), it can be described that the learning strategies used at SPK JTS, starting from the planning, implementation, and evaluation aspects, have gone through a modification process. To follow up on changes in the pace of revolutionary change, uncertainty, complexity, and ambiguity, (VUCA) Based on the results of interviews with Indonesian language teachers at JTS, the planning, implementation, and evaluation models at this institution have been modified to suit the characteristics of students and current developments. The first modification, in the planning section, includes modifications to the teaching module. Based on the results of document analysis on the learning process at JTS Elementary School, it can be described that the learning planning process was modified not in the form of teaching modules but in the form of lesson plans and lesson progress. The results of this modification are shorter and more detailed than using independent curriculum teaching modules. The lesson plan form is used to describe the learning plan that will be carried out. This lesson plan consists of objectives, materials, methods, expectations, evaluation, presentations, and teaching materials. Meanwhile, lesson progress is a report on the implementation of the lesson plan used in learning. This lesson progress consists of the date, activity description, learning theme, number of periods, and Remax.

The difference that stands out from the aim of learning Indonesian at JTS is that learning Indonesian is not just a course or training but rather learning that is structured as completely as possible, with the aim of students being able to use Indonesian not only verbally or in writing, but also improving intellectual abilities. as well as emotional and social maturity to develop motherhood and character. The learning objectives at SPK are more complex than BIPA learning in general. At the material level, Indonesian language learning at JTS Elementary School has specific characteristics in terms of meaning, role, form, preparation, and actualization. The learning material can be studied from various aspects, including linguistic aspects consisting of Indonesian language rules, sound system, word structure, vocabulary, and sentence structure. From the aspect of language skills, including reading, listening, writing, and speaking skills. Children's understanding of cultural phenomena in Indonesia. To prepare students in the VUCA era, the use of more modern forms of teaching materials is packaged in two forms, either in the form of printouts or books and in digital form, which can be accessed via QR Qode. Supplemental learning materials from teachers are also provided, with the aim of improving cognitive and psychomotor abilities. The presentation of the material is also structured with various types of exercises, both in the form of tests, which are packaged in text form, and non-text, in the form of audio, which is accessed via QR Qode.

Based on the results of the lesson plan analysis, the learning methods used by teachers also vary. Teachers predominantly use joyful learning methods. This is done because we remember that the students learning Indonesian are elementary school students, precisely in phase A. Where students in phase A are students who are still in elementary school, grades 1-2. The characteristics of students in this phase are still very enthusiastic and motivated if the learning method used is a fun learning method. The joyful learning method, in this case, is able to help build a pleasant learning atmosphere, experience-based learning, and build student creativity so as to create innovative learning. In this way, students become enthusiastic and participate actively, have a multisensory approach, and have a sense of flexibility in the learning process.

The results of interviews conducted with the Indonesian language teacher, Mrs. NS, found data that "in the learning process using the joyful learning method, several learning techniques are utilized, starting from game-based learning, storytelling, project-based learning, music and movement, and the use of technology." The teacher's role here is needed from the planning stage, where the teacher wants to map the identification of learning objectives with the development of material, which ultimately has an impact on the selection of learning strategies used.

Based on the results of direct observations that have been made during the learning implementation process at the game-based learning stage, the teacher uses games as learning aids in the form of drawing paper, which has been provided with clear instruction sheets. Students and their teams arrange pictures according to the instructions stated in the worksheet. For example, in this case, students are asked to make pictures with the theme of animals that move by running, flying, crawling, and so on.

Figure 1. One of the results of games-based learning, which is in line with project-based learning

Next, in this music and movement activity, students are first asked to watch a video about movement and songs entitled "One Right Finger, One Left Finger." In this music and movement, students are asked to first listen to the song "One Right Finger, One Left Finger." After that, students are asked to imitate the movements and sing along with the help of the teacher. The final stage is when students sing it and do the movements without guidance from the teacher.

Figure 2. Students are moving according to the lyrics in the music

Responding to the current VUCA phenomenon, JTS Elementary School uses varied learning media. The learning resources used are textbooks and storybooks. Don't forget online digital media, namely in the form of learning videos and learning applications, in this case, the teacher uses an application provided by the Erlangga book publisher. Apart from that, there are also other creative materials in the form of picture cards, multimedia projects, and so on. Something that is not left behind is the use of learning resources originating from information and communication technology or ICT, which, of course, requires the internet to access them and use software or applications. The software or application referred to here is an application from the publisher Erlangga. Thus, in the process of implementing learning, what is used is not only learning materials but also digital technology, which means that the use of this technology can prepare students to face the VUCA era (Seow et al., 2019).

Based on the results of interviews and direct observations in responding to the demands of the VUCA era on the evaluation used by teachers, the learning evaluation used by teachers here varies. This evaluation is carried out with the aim of measuring the extent to which this learning has been achieved. Evaluation also functions as feedback to students and teachers, in this case, aiming to improve the subsequent learning process (Siegfried et al., 2020). The evaluation methods used include written, oral, practical, and portfolio assessments. Written assessments are carried out by teachers to measure students' abilities in terms of understanding the material. For example, on the theme "Germs and Viruses," where students are asked to complete the sentences provided. In this case, students are asked to fill in the blanks according to the context of the sentence. From one of the following pictures, it can be seen that students still experience many errors in writing words according to Indonesian language rules.
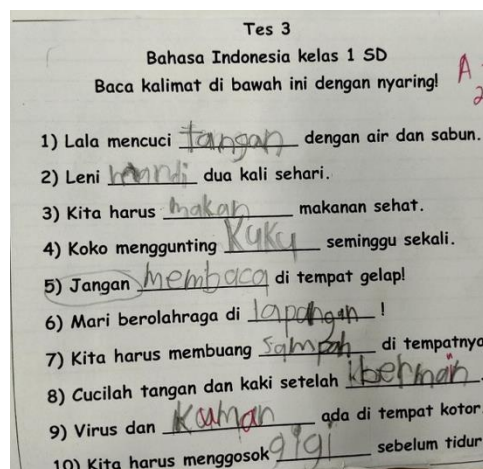

Figure 3. Writing test (complete sentences)

Modifications to Indonesian language learning at JTS Elementary School are needed to face challenges or changes in times that are rapid and full of uncertainty (VUCA). Based on the explanation above, it can be

concluded that the learning modifications carried out at JTS Elementary School lie in aspects (1) Volatility, which refers to rapid and unexpected changes. In this aspect, to face these challenges, teachers at JTS Elementary School utilize developments in digital technology. The use of digital technology can be seen in children's learning media, which utilizes videos and songs displayed on a projector screen, as well as the use of teaching material books equipped with QR codes so that it can make it easier for students to learn. Wherever and whenever. (2) Uncertainty or uncertainty in the world of education: this uncertainty occurs when there is a change or change in the learning curriculum, the curriculum in Indonesia often changes, making teachers and students confused about how to adjust it. To deal with this, teachers at JTS Elementary School modified the current curriculum into lesson plans and lesson progress. The use of lesson plans and lesson progress is considered more adaptive and flexible for use in learning. Lesson plans are used to describe the learning plan that will be carried out, while lesson progress is a report on the implementation of the lesson plan used in learning. (3) Complexity in the world of education refers to the variety of regulations or policies in the use of methods, media, learning techniques, etc., which makes teachers confused. To face this challenge, teachers at JTS Elementary School use independent curriculum learning methods in the form of PjBL and PBL, which are packaged with a joyful learning approach. The use of joyful learning aims to create a pleasant learning atmosphere for students so that students do not get bored during learning. The use of this method has been adjusted to the needs and character of the students at the school. (4) Ambiguity or ambiguity: in the world of education, this ambiguity means that the information available is incomplete or unclear, making it difficult to make decisions. The ambiguity faced in this school can be seen when the use of learning evaluation is used in the current curriculum so that teachers at the institution make learning evaluations in accordance with the school's vision and mission. An important point in evaluating learning at this school is evaluating parental satisfaction with teacher performance.

3.2. Discussion

In facing the challenges of the VUCA era (Volatility, Uncertainty, Complexity, and Ambiguity) which marks the speed of change, technological revolution, uncertainty, complexity, and ambiguity, the Indonesian language learning strategy for Mandarin-speaking foreign students at JTS has undergone significant modifications. This adjustment includes several important elements in the learning process, namely learning objectives, needs analysis, materials, methods, media, and learning resources, as well as evaluation and time management. All of these aspects have been adapted to better suit the specific characteristics of Mandarin-speaking learners.

The first aspect is the learning objectives. The aim of learning Indonesian at JTS Elementary School is now more focused on developing practical and adaptive competencies. In a rapidly changing and uncertain environment, students need to have the ability to communicate effectively in unpredictable situations. Therefore, the goal of learning Indonesian at JTS is to help students not only master the language in spoken and written form but also apply Indonesian in a variety of relevant cultural and professional contexts. These goals include the development of in-depth communication skills, the ability to adapt quickly to changing situations, and the effective application of Indonesian in everyday life and academic contexts. With this update, it is hoped that students will be able to overcome various global challenges better and be able to function effectively in a dynamic environment.

Indonesian language learning at JTS is structured comprehensively. Learning objectives are designed to improve not only linguistic skills but also the learner's intellectual, emotional, and social competencies. This involves in-depth learning aimed at broadening students' horizons and forming the character and emotional maturity that are important in social and professional interactions. The learning objectives at SPK are designed to be more complex than the BIPA (Indonesian Language for Foreign Speakers) program in general. This is because SPK aims to provide a more holistic and integrative learning experience. This changed goal is oriented towards the development of greater practical and communicative skills, which involves mastering Indonesian in a variety of complex and contextual situations. In the lesson plan prepared, Indonesian language learning does not only focus on the language aspect alone. Learning objectives cover various dimensions that support the development of students' intellectual and emotional abilities. This includes an emphasis on critical thinking skills, emotional management, as well as the ability to collaborate effectively in a variety of social and professional contexts. This updated learning objective aims to ensure that students are better prepared to face a world full of rapid changes and uncertain situations, or what can be called VUCA. This renewal of learning objectives is in accordance with the opinion of (Athanases et al., 2015 Bernard et al., 2019; Schipper et al., 2020), which states that with a more comprehensive and adaptive approach, it is hoped that students can master Indonesian in more depth, and utilize this language to improve their quality of life and performance in various fields.

The second aspect of modification is the learning material. Learning materials at JTS Elementary School have specific characteristics and are designed holistically, covering several important dimensions. First, in terms of linguistic aspects, the material includes Indonesian language rules, which include sound system, word structure, vocabulary, and sentence structure (Zein, 2017). This aspect ensures that students gain a solid foundation in the structure of the Indonesian language. Furthermore, in the aspect of language skills, the material is designed to

develop reading, listening, writing, and speaking skills (Menggo et al., 2019). This includes exercises that support the mastery of basic skills as well as the practical application of the language in various communication situations.

One of the main focuses in material design is the integration of relevant cultural aspects. Learning is not only centered on grammar but also includes an understanding of cultural habits and phenomena in Indonesia (Caingcoy, 2022; Ratnasari, 2019; Saddhono, 2015). This helps students not only learn the language from a technical perspective but also understand the social and cultural context that influences the use of the language. In response to the fast-paced and changing needs of the times, learning materials at JTS Elementary School are packaged in two main forms: printouts or books and digital. According to (Haleem et al., 2022), digital teaching materials can be accessed via QR Code, offering flexibility and ease of access, which is very important in the modern era. This approach allows students to interact with the material in a more dynamic and contemporary way.

These digital materials include not only text but also audio that can be accessed via QR Code, allowing students to practice listening skills in more innovative ways (Chen et al., 2011; Chin et al., 2015; Gurdan durak, Emre Ozkeskin, 2016). The exercises are arranged in various formats, both in the form of text and non-text tests, to provide a comprehensive learning experience. According to (Cooper & Higgins, 2015), providing supplementary materials by teachers is also an important part of learning strategies. The aim is to improve students' cognitive and psychomotor abilities. These supplemental materials include additional exercises designed to support understanding and application of language in a variety of contexts, as well as activities that encourage the development of practical skills and critical thinking abilities.

The redesigned learning materials include content that is relevant to contemporary situations, including global issues, the latest technology, and real situations that have the potential to affect students' language skills. This is to ensure that students not only learn Indonesian from a theoretical perspective but can also apply it in dynamic and changing situations. Indonesian language learning materials at JTS Elementary School are designed to meet the challenges of the VUCA era in a holistic and adaptive way. The use of learning materials designed using technology at JTS Elementary School is in accordance with the opinion of (Hossain, 2024), which states that by integrating linguistic, cultural, and contextual aspects, as well as using modern and flexible teaching materials, it is hoped that students can develop language skills that are not only in-depth. But also relevant and applicable in everyday life.

In facing the challenges of an ever-changing and complex world, the third aspect of learning at SD JTS that has been modified is the learning method. Current learning methods prioritize interactive and technology-based approaches (Vlachopoulos & Makri, 2017). The use of digital simulations allows students to experience real situations in a virtual environment, giving students the opportunity to practice language in a dynamic and realistic context (Wang, 2024). Project-based learning is becoming an important method where students are involved in challenging and relevant projects, allowing students to apply language in practical activities and solve problems creatively (Almulla, 2020). In addition, learning techniques that encourage problem-solving are key to developing critical thinking skills (Thuan, 2018). This method not only emphasizes theoretical language mastery but also involves students in situations that require analysis and solutions, strengthening their ability to think critically and innovatively (Kavlu, 2017).

At JTS Elementary School, the learning methods used vary, but the joyful learning method is the dominant choice, especially for students in phase A. Phase A includes students in grades 1 and 2 of elementary school, who at this stage are known to have the characteristics of full enthusiasm and high motivation towards activities. Fun learning. The joyful learning method is designed to create a cheerful and interesting learning atmosphere, with the aim of motivating students and making the learning process an enjoyable experience (Rahmawati et al., 2024). In this context, several learning techniques are used to optimize the application of joyful learning methods, including (1) Game-Based Learning, which involves the use of games as a tool for teaching language concepts. Through games, students not only learn in a fun way but also practice language skills in an interactive atmosphere (Casañpitarch, 2018). (2) Storytelling is a storytelling technique used to bring learning material to life with an interesting narrative. These stories not only help students understand vocabulary and language structures but also introduce students to cultural aspects and contexts of language use (Juraid & Ibrahim, 2016). (3) Project-Based Learning: in this approach, students are involved in projects that require practical application of Indonesian. These projects are designed to be relevant to students' interests and everyday lives so that students can see direct connections between the language they are learning and its use in real contexts (Kavlu, 2017). (4) Music and Movement is a technique that uses music and movement to make learning more interactive and fun. Songs and physical activities not only help students memorize vocabulary and phrases but also increase children's involvement in the learning process (del Barrio & Arús, 2024). (5) Use of Technology is the integration of technology in learning carried out through the use of educational applications, learning videos, and other digital tools. This technology supports joyful learning methods by providing additional resources that students can access easily and happily (Maming et al., 2023).

During the learning process, this joyful learning method is applied with various techniques designed to make learning material more interesting and relevant. By utilizing various techniques such as game-based

learning, storytelling, project-based learning, music and movement, and technology, the learning process becomes more dynamic and responsive to student needs. The transformation of learning methods at JTS Elementary School towards a more interactive, technology-based, and fun approach aims to increase student motivation and involvement. The use of this method is in line with the opinion of (Conklin, 2014), which states that by adopting the joyful learning method, it is hoped that students will not only gain solid language skills but also have a positive and memorable learning experience.

The fourth modification is the media and learning resources used in the Indonesian language learning process. In learning Indonesian at JTS Elementary School, the media and learning resources use digital technology. Digital technology has become an integral part of the learning process at JTS Elementary School. Various online learning platforms, language applications, and interactive visual aids have been integrated to support a more dynamic and responsive learning process. The use of digital media not only makes learning more interesting but also provides access to relevant and up-to-date information, which is very important in facing the challenges of a rapidly changing world.

Facing the VUCA phenomenon, the media and learning resources used at JTS Elementary School are designed to help students face the uncertainty and complexity of the modern world. By integrating various forms of media, both traditional and digital, the learning process becomes more flexible and adaptive to students' changing needs. The use of digital media in learning allows students to stay connected with the latest information and relevant tools, supporting students in adapting quickly to change (Haleem et al., 2022). Applications and software from book publisher Erlangga, for example, provide direct access to constantly updated material, helping students stay up to date with the latest language and technology developments.

In practice, the learning process at JTS Elementary School does not only involve the use of conventional teaching materials but also the use of digital technology, which enables more interactive and adaptive learning. Students are invited to use various tools and applications that support their learning, facilitate language mastery in a broader context, and are relevant to current needs. This integration of diverse and technology-based learning media and resources ensures that the learning process at JTS Elementary School is not only adequate for current needs but also ready to face future challenges. This technological approach is in line with the opinion of (Yaccob et al., 2023), which states that by providing technology in the use of learning resources, students can develop language skills that are strong, flexible, and in line with the demands of the VUCA era.

The fifth modification is learning evaluation. Learning evaluation at JTS Elementary School has been designed to be more adaptive and responsive. This evaluation not only functions as a tool to measure learning achievement but also as a mechanism to provide useful feedback for students and teachers. The evaluation approaches used are now more diverse and comprehensive, allowing for quick adjustments to learning strategies based on student performance. Learning evaluation aims not only to measure the extent to which learning has been achieved but also to provide useful feedback to students and teachers. This feedback serves as a basis for improving the learning process in the future (Siegfried et al., 2020). For example, if in a written assessment on the theme "Germs and Viruses," there are many errors in writing words according to Indonesian language rules, this could be an indicator that students need additional practice or further explanation regarding writing rules.

During the evaluation process, teachers at JTS Elementary School carefully observe and record student progress. The evaluation results are used to adjust learning strategies and provide additional support as needed (Donker et al., 2014). With this varied and adaptive evaluation approach, it is hoped that students can gain a better understanding, improve their language skills, and be ready to face the challenges that arise in their learning process. Learning evaluations carried out at JTS Elementary School do not only focus on final results but also on the ongoing learning process. By using various assessment methods and providing constructive feedback, the learning process becomes more responsive to student needs and changing environmental conditions.

The Indonesian language learning strategy for Mandarin-speaking students at JTS Elementary School has undergone significant changes, which aims to create a learning experience that is more adaptive, innovative, and responsive to the needs of the times. These changes involve adjustments in various aspects of learning strategies to ensure that foreign students from Mandarin language backgrounds can master Indonesian in a more effective and relevant way. With this change in learning strategy, SD JTS is committed to providing a more adaptive, innovative, and responsive Indonesian language learning experience. Adjustments in learning objectives, materials, methods, evaluation, and learning media aim to ensure that Mandarin-speaking students not only master Indonesian effectively but are also ready to face the challenges of an ever-changing world, especially in facing the current VUCA era. With this holistic and technology-based approach, students are expected to gain strong, relevant language skills and be ready to face the needs of the times.

4. CONCLUSION

In facing the challenges of the VUCA era (Volatility, Uncertainty, Complexity, and Ambiguity), which is characterized by the speed of change in the technological revolution, uncertainty, complexity, and ambiguity, the Indonesian language learning strategy for Mandarin-speaking foreign students at JTS Elementary School has

undergone significant changes. This adjustment involves various important aspects of the learning process, including learning objectives, materials, methods, media, learning resources, and evaluation. All of these elements have been adapted to better suit the specific characteristics of Mandarin-speaking learners. This change in learning strategy aims to create a more adaptive, innovative, and responsive Indonesian language learning experience. With adjustments in learning objectives, materials, methods, media, evaluation, and learning resources, SD JTS is committed to ensuring that Mandarin-speaking students not only master Indonesian effectively but are also ready to face the challenges of an ever-changing world. This holistic and technology-based approach is expected to help students develop language skills that are strong, relevant, and ready to face the needs of the times.

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