THE EXISTENCE OF BASABALI WIKI AS A MULTIMODAL LEARNING AMONG BALINESE LANGUAGE LEARNERS IN HIGHER EDUCATION

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Abstract

Advancements in digital technology have provided various opportunities for integrating innovative platforms like BASAbali Wiki into language learning, particularly in higher education."This present study aimed to discover the existence of BASAbali Wiki among Balinese Language learners in higher education as a tool or platform for multi-modal learning. The study was designed as a qualitative study. It observed a phenomenon in depth. A purposive sampling technique was used to select the study subjects based on criteria. Fifteen students from different universities participated in this study. This study had three instruments: researcher, interview guide, and questionnaire. The preliminary observation used the questionnaire to see the trend of Basabali Wiki. In addition, the data from the interview guide were the primary data in this study. After obtaining the data, it was analyzed qualitatively following data reduction, data display, and conclusion. The study results showed that Basabali Wiki is an effective platform for multimodal learning, which can be used as a learning media, learning source, and dictionary. In addition, students can access it online. Further study on quantitative research is needed to see the effectiveness of its implementation in teaching and learning.
Keywords: Balinese language, Basabali Wiki, multimodal teaching

Abstrak

Kemajuan dalam teknologi digital telah memberikan berbagai peluang untuk mengintegrasikan platform inovatif seperti BASAbali Wiki ke dalam pembelajaran bahasa, khususnya dalam pendidikan tinggi .Penelitian ini bertujuan untuk mengetahui keberadaan BASAbali Wiki di kalangan pembelajar Bahasa Bali di jenjang pendidikan tinggi sebagai alat atau platform pembelajaran multimodal. Penelitian ini dirancang dalam bentuk penelitian kualitatif. Penelitian ini mengamati fenomena secara mendalam. Teknik purposive sampling dilakukan untuk memilih subjek penelitian dari serangkaian kriteria. Sebanyak lima belas mahasiswa dari berbagai universitas berpartisipasi dalam penelitian ini. Terdapat tiga instrumen dalam penelitian ini, yaitu peneliti, panduan wawancara, dan kuesioner. Kuesioner digunakan dalam observasi awal untuk melihat tren Basabali Wiki. Selain itu, data dari panduan wawancara merupakan data utama dalam penelitian ini. Setelah memperoleh data, kemudian dianalisis secara kualitatif dengan mengikuti reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa Basabali Wiki merupakan platform yang efektif untuk pembelajaran multimodal yang dapat digunakan sebagai media pembelajaran, sumber belajar, dan kamus. Selain itu, mahasiswa dapat mengaksesnya secara daring. Penelitian lebih lanjut tentang penelitian kuantitatif perlu dilakukan untuk melihat efektivitas implementasinya dalam proses belajar mengajar.
Kata kunci: *Bahasa Bali, Basabali Wiki, pembelajaran multimodal*

INTRODUCTION

Wiki is an internet tool that supports students' learning. This component of Web 2.0 technology tools provides collaborative features and active learning opportunities in a web-based environment (Hazari et al., 2009). The idea is no longer new, considering its effectiveness in improving various language skills, especially writing and project activities (Liashenko, 2020a). Alongside the millennium development, Wiki has been used as knowledge sharing and construction tools (Elgort et al., 2008a). Its implementation can support the process of teaching and learning (Kweldju, 2013). Wiki can cut distance and space; thus, collaboration can be implemented. Wiki was born from the ideas of Leuf and Cunningham. In contrast, the main idea is the collection of things that can be developed freely and built from a connected webpage, the system of hypertext to save and modify database information that the users can edit by using only any type of web browser. On the other hand, Wiki is claimed to be problematic if, let us say that a course does not require students to work collaboratively (Elgort et al., 2008b) whereas this skill is very important in the 21st Century learning.

Tonkin, to use Wiki as education platform, suggest to divide Wiki into four categories, such as, 1) single user; possible students to write and edit their insight, to revise, and monitor changes in the beginning and the ending of the writings; 2) lab book; utilized to each comments of students in the online lecturing; 3) group writing; as a collaboration space in arranging report, presentation, etc.; and 4) special topic storage; together, students arrange certain topics as the additional lecturing.

One example of Wiki is Wikipedia. It is presented publicly at various languages not less than 309 languages (Miquel-Ribé & Laniado, 2021) with the writings development of 900 per day within the editing process for more than 3.5 million per month and making the seventh most visited site on the internet. The other is BASAbali Wiki, that is a community-developed digital platform that aims to provide locally developed, inviting space for the community to speak about civic issues, moreover has a multimedia dictionary based on the unpublished work of Fred Eiseman. The platform also provides virtual library and spaces for Balinese youth to discuss civic issues in their own language through videos, audio, poetry, prose, photos, and other.

Through the years, the increase consideration of experiential learning (visual) attracts the urgency of multi-modal implementation (Sezerer & Tekir, 2021a). Multimodal learning refers to the teaching paradigm revolutions consisting of its usefulness, effectiveness, and relevance (Insani et al., 2024). This is related with the concern that multimodal pedagogy is a new evolving educational concept and practice as so mentioned as a creativity and modernity source for both teachers and students (Laadem & Mallahi, 2020a). Additionally, beside its active, student-centered approach (Papageorgiou & Lameras, 2017), the literature has proven that over the decade, studies have concerned on human's language acquisition through images and visualization (Insani, 2024). Moreover, the IR 4.0 also marked by artificial

intelligence and cyber physical systems that transformed the educational point of view whereas the success of its product is related with digital literacy (Kustini et al., 2020a).

(Sezerer & Tekir, 2021) experimented with curriculum that used to teach the model concrete through images and the corresponding captions to accomplish multi-modal language representation. (Lewoniewski et al., 2016) analyzed the importance of Wikipedia multilingualism as one of the multi-modal tools and the impact of its article quality. (Okoli, 2009) investigated on how and why Wikipedia works especially on its content assessment and reliability as a data source for various studies and the application in different domains of endeavor. (Au, 2018) examined preliminary results of a study on exploring how to use Wiki as a research support system. (Elgort et al., 2008) questioned Wiki's effectiveness as platform for group course work. The results revealed that students' attitude to group work, generally, are mixed between its usefulness in arranging information and sharing knowledge. The instructors, on the other side, believed that it is a helper for managing and marking group work. The perception of students' regarding to Wiki was then explored by (Liashenko, 2020).

Multimodal learning, which integrates diverse sensory modes such as visual, auditory, and textual, is increasingly recognized for its effectiveness in modern pedagogy (Sezerer & Tekir, 2021b). Multimodal approaches foster creativity, innovation, and engagement, aligning with the digital literacy demands of the Fourth Industrial Revolution (Kustini et al., 2020b;

Laadem & Mallahi, 2020b). Platforms like Wiki offer potential for multimodal learning, as demonstrated in studies by (Lewoniewski et al., 2016) and Au (2018), which explore Wiki's impact on language acquisition and collaborative learning.

However, despite the increasing use of Wiki platforms, there is limited research exploring BASAbali Wiki's specific role in supporting multimodal learning among Balinese Language learners. Existing studies, such as those by (Elgort et al., 2008) and (Liashenko, 2020) focus on general perceptions and usability of Wiki platforms but do not address their potential for localized, culturally rooted platforms like BASAbali Wiki. This research gap highlights the need to investigate BASAbali Wiki as a tool for enhancing multimodal learning, particularly in the cucontext of Balinese language education in higher education.

The purposes of this study are to examine the existence of BASAbali Wiki between Balinese Language learners in higher education as a tool or platform for multi-modal learning. The observation stage was conducted in 7 universities by spreading questionnaire within Balinese Language study department. The result was found varied. Most of the respondents were female with percentage of 76.4% out of 100% and followed by male with percentage of 23.6% out of 100%. Alongside with the data, the responses were circling in the questions of BASAbali Wiki is recognizable, interested to surf at, easy to operate, user's privacy, and the platform easiness in providing information. Fifty-six-point nine percent respondents agreed that they recognized

and easy to operate the platform, 59.9% respondents found that the platform's information accessibility is easy to find, so 63.9% respondents found the platform is supportive towards their study needs. Seventy-two-point two percent respondents found that the users' privacy is guaranteed in the platform.

The result of the observation meant varied things. It proofs that BASAbali Wiki is familiar to the Balinese Language students. Additionally, the platform is considered informative which helps Balinese Language major students in their study. The user's privacy also is proven to be guaranteed, by looking at the respondents' response.

This study contributes to the field in several ways. First, it provides an in-depth exploration of BASAbali Wiki, a localized platform that has yet to be extensively studied, thereby adding to the body of knowledge on technology-enhanced language learning. Second, it examines how BASAbali Wiki supports multimodal learning, offering insights into its potential as an educational tool. Third, by focusing on Balinese Language learners in higher education, this study emphasizes the importance of integrating culturally relevant digital platforms into the curriculum. The novelty of this research lies in its localized approach to exploring a global concept. While previous studies have examined Wiki's effectiveness in general educational contexts, this study focuses specifically on BASAbali Wiki, shedding light on its role in preserving and promoting Balinese language and culture while supporting modern pedagogical practices.

The present study is expected to explore more on the respondents' perspective towards BASAbali Wiki in supporting the multimodal learning. The in-depth interview was conducted to gain the respondents' insights.

RESEARCH METHOD

This present study was designed in qualitative study by (Yin, 2018). It focused on examining a deep phenomenon of the existence of Basabali Wiki accessed by university students of Balinese Department in Bali. It investigated how the students accessed and utilized the information provided on Basabali Wiki. In designing the subjects of the study, purposive sampling was applied as proposed by (Etikan et al., 2016). The subjects of the study were selected by a set of criteria. The criteria included 1) the subjects were university students who enrolled in Balinese Language Department in Bali; 2) the subjects had grade point average about 3.5 and above; 3) the subjects knew how to access Basabali Wiki; and 4) the subjects utilized information provided in Basabali Wiki. From seven universities in Bali, some respondents coming from three universities had participated involving fifteen students in this study. In this study, three instruments were applied to collect the data, namely the researcher questionnaire, and interview guide. The questionnaires were distributed to Balinese Department students from some universities in Bali in the preliminary observation in order to know the trend of Bahasa Bali Wiki. In this study, the researcher was the main instrument to collect the data in which the deep phenomenon of the

existence of Basabali Wiki was observed and gained deeply by the researcher. In addition, the questions were listed in interview guide as the instrument of the study as presented in Table 1 as follows.

Table 1. Interview Guide

No	Questions
1.	What is Basabali Wiki?
2.	How do you know the existence of Basabali Wiki?
3.	Why are you interested to access Basabali Wiki?
4.	How is your first impression of Basabali Wiki?
5.	How often do you access Basabali Wiki?
6.	What do you think of the Basabali Wiki's features?
7.	How are the benefits of the features based on university students' needs?
8.	What is your opinion about the features provided by Basabali Wiki?
9.	Based on your point of view, why Basabali Wiki is needed?
10.	Based on your point of view, how is the benefits of information provided by Basabali Wiki to learn Balinese language?

The questions in Table 1 were asked to the selected subjects of the study in order to gain deep information about the use of Basabali Wiki. The interview was done in a semi-structured interview. The result of interview was the main data in this study. After obtaining the data, the data were analyzed by following data analysis proposed by (Miles et al., 2014), namely data reduction, data display, and conclusion. In data reduction, the needed data were selected. Data related to the use of Basabali Wiki were chosen to be used. Then, data display was conducted by displaying the selected in the form of statement. Finally, the data would be summarized and

verified to the subjects of the study to get valid data. This study also applied method triangulation in which several techniques were applied to get reliable data.

RESULT AND DISCUSSION

The main findings of the study were the responses from the subjects of the study. The findings were divided into ten sub-sections. Each section covered detailed information related to the Basabali Wiki for multimodal learning.

What is Basabali Wiki?

The first question was asked to find the definition of Basabali Wiki among university students in Bali. From the responses, it was found five main definitions for Basabali Wiki, namely as website, organization, media, and online dictionary as presented in Data (1) to 4 as follows.

(1) "Basabali Wiki is a knowledge and culture-based website of Bali" **(R4)**
(2) "Basabali Wiki is one of creative organizations in Bali which is used to preserve Balinese language" **(R1)**
(3) "Basabali Wiki is one of media that is used to develop talent and interest on Balinese language as well as sharing it in finding the meaning of words. In addition, we can use it as learning media for Balinese subjects" **(R9)**
(4) "Basabali Wiki is online dictionary consisting of three languages that can be accessed through internet" **(R14)**

Data (1) was obtained from Respondent 4. It could be seen that Basabali Wiki is categorized as a website. This website could be accessed by people in order to know the information and culture of Bali. In addition,

Data (2) was taken from Respondent 1 in which Basabali Wiki belonged to an organization. This organization had aim to preserve the Balinese language by proving some information for people. Then, Data (3) was taken from Respondent 9 in which it was categorized in media. These media were used as learning media in Balinese subjects. Next, Data (4) was taken from Respondent 14 in which it was used as online dictionary. It could be accessed by the students online. This online dictionary assisted students to know the meaning of certain Balinese words.

The study found five main definitions of Basabali Wiki as expressed by the respondents: a website, an organization, media, and an online dictionary. These results align with research by (Mapulane et al., 2024), who also highlight the role of online platforms in preserving local languages. The categorization of Basabali Wiki as a website or media indicates its capability as a knowledge-sharing platform, consistent with findings by (Liashenko, 2020) that emphasize Wiki's potential as an educational tool. Furthermore, defining it as an organization aligns with (Jia, 2024), who argue that community-based organizations play a pivotal role in language preservation.

How do you know the existence of Basabali Wiki?

The second question discussed the source where form the students got the information about Basabali Wiki. The students got information from different sources, namely competition, Google, lecturer, and colleagues as presented in Data (5) to (8) as follows.

(5) "I know Basabali Wiki when I participate competition" **(R4)**
(6) "Google helps me to find it" **(R6)**
(7) "My lecturer tells me about the use of Basabali Wiki" **(R5)**
(8) "I know Basabali Wiki for the first time from my colleagues" **(R13)**

Data (5) was taken from Respondent 4 in which he knew Basabali Wiki after joining competition. Then, Data (6) was taken from Respondent 6 in which Google directed to find Basabali Wiki. Next, Data (7) was taken from Respondent 5 in which his lecture told about Basabali Wiki. In addition, Data (8) was taken from Respondent 13 in which his colleagues told him about the existence of Basabali Wiki. Respondents gained knowledge about Basabali Wiki through competitions, Google searches, lecturers, and colleagues. This finding is consistent with (Bouchet et al., 2019; Kulturel-Konak, 2024), who found that competitions and peer recommendations are effective ways to introduce educational innovations. Similarly, (Elgort et al., 2008) highlighted that digital platforms often gain traction through academic support and peer learning networks.

Why are you interested to access Basabali Wiki?

The third question was about students' interest to access Basabali Wiki. There were two main reasons behind it, namely knowledge and competition as presented in Data (9) to (11) as follows.

(9) "I access Basabali Wiki because of the competition related to Balinese language" **(R6)**

(10) "It is due to the existence of many competitions in my department" **(R4)**

(11) "It is because I want to know the meaning of unfamiliar Balinese words and the provided information in this website is needed in learning Balinese language" **(R12)**

Data (9) was taken from Respondent 6 and Data (10) was taken from Respondent 4. Those data indicated that they were interested to access Basabali Wiki because they had to participate some competition related to Balinese language. Then, Data (11) was taken from Respondent 12 in which the respondent wanted to deepen his insight about Balinese language. They were willing to add some unknown words to his insight. In addition, the information inserted on the website were useful for students enrolling Balinese department.

Respondents cited competition and the desire to expand knowledge as their primary motivations. This is in line with (Au, 2018), who found that Wiki-based platforms are very effective for research and academic purposes, especially when users want to solve specific problems or meet competitive requirements. Furthermore, this supports (Laadem & Mallahi, 2020) perspective that multimodal learning tools foster motivation by meeting multiple learner goals.

How is your first impression of Basabali Wiki?

The fourth question was related to the students' impression in accessing Basabali Wiki. Some

respondents have different impression, namely ease, usefulness, and difficulty as stated in Data (12) to (14) as follows.

(12) "For the first time, it is easy to be accessed with its features" **(R14)**

(13) "It is useful in finding the meaning of some unfamiliar words" **(R11)**

(14) "It is difficult to start using Basabali Wiki" **(R12)**

Data (12) was taken from Respondent 14 in which Basabali Wiki was easy to be accessed. It features were easy to be operated. In addition, Data (13) was taken from Respondent 11. It is useful for the students at the beginning when they had to find the meaning of some unknown words. Then, Data (14) was taken from Respondent 12 in which the students faced difficulty at the beginning in accessing this website. Students could not understand the features as well as operate it.

The impressions given varied, ranging from ease and usefulness to initial difficulties. This finding is in line with(Sezerer & Tekir, 2021), who observed that users often experience a learning curve when using multimodal platforms, but eventually realize their usefulness and practicality. Ease of access and usefulness are in line with the increasing reliance on easy-to-use interfaces in educational technology.

How often do you access Basabali Wiki?

The fifth question was related to the frequent access done by the students on Basabali Wiki. Some students have different respond regarding

the frequency, namely seldom and very often as presented in Data (15) to (16).

(15) "I access this website when I will participate in a competition" **(R2)**
(16) "Very often, I access this website when I do not understand about some difficult words" **(R13)**

Data (15) was taken from Respondent 2 in which he would open this website if he has competition to be joined in. On the other side Data (16) was taken from Respondent 13 in which he intensively accessed it to find out the meaning for some difficult words. In addition, he also accessed it to finish their Balinese task.

Frequency of access varied among respondents, with some using them only during competitions while others accessed them regularly for learning. This pattern is consistent with (Kustini et al., 2020), who observed that digital platforms were primarily accessed for specific tasks rather than for everyday use. This highlights the importance of integrating such platforms into structured learning activities to encourage consistent use.

What do you think of the Basabali Wiki's features?

The sixth question was related to the opinion of Basabali Wiki's features. Some respondents had different experience on using the features. In general, the features were categorized in good category as presented in Data (17) to (18).

(17) "The features are completed but I cannot use them properly" **(R2)**
(18) "The features are interesting which can be used easily to access Basabali Wiki" **(R14)**

Data (17) was taken from Respondent 2 in which the features was completed. However, he could not operate since there were many features provided on it. On the other side, Data (18) was taken from Respondent 14 who stated that all features were easy to be operated. It provided clear features to perform a task.

How are the benefits of the features based on university students' needs?

The seventh question concerned to the benefits of its features based on the needs of the students. There were two mains classification of students' responds. Most of the students got the benefits of it whereases few students got no benefits from its features as presented in Data (19) to (21) as follows.

(19) "I have not got any benefits from the features since I cannot use for now, maybe I will find it later" **(R2)**
(20) "This is so useful, especially to translate from Indonesian to Balinese" **(R5)**
(21) "The features are useful for us as university students when we have a task to find some Balinese text" **(R12)**

Data (19) was taken from Respondent 2 in which he had gotten the benefits from using the features of Basabali Wiki. It was due to lack of ability to operate them. On the other side, Data (20) to (21) indicated that students got the benefits from the features. They were assisted by utilizing the features in doing translation or finishing the tasks.

What is your opinion about the features provided by Basabali Wiki?

The eighth question was related to the opinion of the Basabali Wiki's features. In this case, all the respondents agreed that the features were good as presented in Data (22) to (24) as follows.

(22) "All the features have been already provided in Basabali Wiki" **(R8)**
(23) "The features are interesting which provide me online dictionary and game" **(R11)**
(24) "I think, the features are easy to be used as well as it is provided with three languages" **(R14)**

Data (22) to (24) were taken from different Respondents in which all the respondents had positive opinion about the provided features. Data (22) was taken from Respondent 8 in which argued that the features were completed. In addition, Data (23) was taken from Respondent 11 in which he argued that the features could help him to find difficult words and as well as experience fun learning from the games. This result also strengthens the study conducted by Insani & Mulyana (2019) that the digital dictionary, which also appears as one of Wiki Bali's features, can make the students easily find difficult words and increase their knowledge. Moreover, Data (24) was taken from Respondent 14 in which the features were provided with three languages which assisted the user to operate them.

Based on your point of view, why Basabali Wiki is needed?

The ninth question was about the reason of the importance of Basabali Wiki. The reason of

existence dealt with the development of the age nowadays in which all the information could be accessed online. In general, all the reason of the respondents were the same but it was different on the purposes as presented in Data (25) to (27) as follows.

(25) "Along with the development of globalization, this application is needed to preserve the Balinese language" **(R2)**
(26) "It is needed since people are willing to learn Balinese language on online mode" **(R5)**
(27) "The importance lies on the provision of information for people to use proper and good Balinese language" **(R8)**

Data (25) to (27) indicated that Basabali Wiki was needed not only by the students who took Balinese Department but also for all level of users. Respondent 2, 5, and 8 argued that they the application was needed in order to give insight for the user about Balinese language. In addition, the application helped the user to preserve the Balinese language and assisted them in knowing the appropriate Balinese language.

Based on your point of view, how is the benefits of information provided by Basabali Wiki to learn Balinese language?

The last question was related to the benefits of the provided information in Basabali Wiki. There were some benefits from the information in Basabali Wiki as presented in Data (28) to (30).

(28) "The information is beneficial especially for the competition since it requires assistance from this application" **(R1)**
(29) "It helps to find the meaning of some unknown words and deepen insight of Balinese language" **(R3)**

(30) "It can be used as learning material for teaching Balinese language as well as it can be used as media to share trends or issues of Balinese language" **(R7)**

Data (28) to (30) showed that the provided information was beneficial for the users. Respondent 1 showed that the information was used for competition purposes. In addition, Respondent 3 showed that the information could deepen insight of Balinese language. Moreover, it could be used as learning material as well as media to share information.

From the explanation above, it can be seen that Basabali Wiki is effective for university students especially for Balinese Department. Comparing to the previous studies, it has similar result in which this website provides insight for the users. As stated by (Au, 2018), Wiki can be used to support the provision of information for conducting research. In addition, (Elgort et al., 2008) also argue that Wiki can be a useful reference in doing group work task. Students can do collaboration with their friend during learning activities. Moreover, (Liashenko, 2020) states that students and teachers have positive attitude on the use of Wiki in their learning process. It can be seen that Wiki is still considered to be used in the learning process.

Related to the findings of the study, Basabali Wiki has many functions in its implementation. It can be used as learning media, learning source, and online dictionary. In addition, it is also provided by the features which can be utilized to support the use of Basabali Wiki. Moreover, it is also supported by the provision of the pictures and audio to helps

the users in accessing it. The display of Basabali Wiki indicates that it can be used as a multimodal learning due to its effectiveness and usefulness. It is in line with (Sezerer & Tekir, 2021) in which multimodal learning concerns the change of teaching paradigm covering its effectiveness and usefulness. Basabali Wiki has developed along with the change of revolution. It can be accessed online as well as provide beneficial information for its users. In addition, (Laadem & Mallahi, 2020) state that multimodal deals with creativity and modernity for students and teachers. In this case, Basabali Wiki can be used to assist students to develop their creativity in creating better writing related to Balinese language since it provides an assistance to find meaning of unfamiliar words. These unfamiliar words can be used in their writing to produce different work. Furthermore, in the 21st century learning, (Kustini et al., 2020) state that nowadays digital platform assists students to find more information through online media. In this case, Basabali Wiki can be accessed online so students can find related information in a flexible way.

CONCLUSION

From the explanation above, it can be seen that Basabali Wiki becomes a multimodal learning nowadays. It provides effective and useful information for the users. The users can accomplish their purposes from the provided information on Basabali Wiki. In addition, Basabali Wiki is online website which can be accessed by users everywhere. They can conduct flexible learning. It is suggested to conduct

further studies to find its effectiveness in learning process. Quantitative study is recommended to be done to see its effectiveness of Basabali Wiki in the learning process.

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