

## **BAB IV**

### **KESIMPULAN**

Berdasarkan pertanyaan penelitian “**Bagaimana upaya diplomasi publik Korea Selatan pada Indonesia dalam meningkatkan citra positifnya di Indonesia melalui *Global Korea Scholarship (GKS)*?**”, maka dapat disimpulkan bahwa Korea Selatan telah menjalankan seluruh upayanya terhadap Indonesia melalui berbagai program khusus yang mencerminkan kelima komponen diplomasi publik. Seluruh upaya tersebut juga dilengkapi dengan peningkatan jumlah kuota GKS pascasarjana bagi Indonesia dari tahun 2021 sampai tahun 2022 sehingga membuat Indonesia menempati peringkat pertama sebagai negara yang memiliki kuota terbanyak dalam GKS pascasarjana. Maka dengan berbagai upaya dan peningkatan kuota GKS pascasarjana bagi Indonesia, diplomasi publik ini sangat efektif dalam meningkatkan citra positif Korea Selatan di Indonesia.

Adapun kelima komponen diplomasi publik tersebut dimulai dari penggunaan komponen mendengarkan melalui program pameran pendidikan dan fasilitas konsultasi dengan berbagai bahasa seperti Bahasa Indonesia. Kedua program ini, membuat pemerintah Korea Selatan mampu mendengarkan opini publik Indonesia yang hadir di program pameran pendidikan serta mendapatkan umpan balik untuk membantu proses penyampaian kebijakan luar negerinya. Kemudian komponen kedua adalah advokasi yang dikemas dengan bentuk publikasi dokumen panduan Visa dan *Alien Registration Card*. Pemerintah berupaya untuk menyampaikan / memperkenalkan kebijakan luar negerinya terkait imigrasi dan legalitas kependudukan kepada para penerima GKS dengan bentuk

buku panduan ataupun artikel-artikel yang dikeluarkan secara resmi oleh pihak kedutaan.

Upaya selanjutnya juga diterapkan dalam bentuk komponen ketiga yaitu diplomasi budaya. Adapun bentuk program yang merepresentasikan komponen diplomasi budaya adalah *mentoring*, fasilitas Korean Language Education Program dan *Culture Experience Activity*. Ketiga program tersebut merupakan upaya Korea Selatan untuk memanfaatkan kebudayaan dalam membentuk opini positif dari masyarakat Indonesia. Adapun kegiatan nyata yang dilaksanakan seperti pembelajaran Bahasa Korea, situs bersejarah, makanan tradisional hingga kerajinan tangan khas Korea Selatan. Kegiatan yang beragam tersebut tentunya disisipkan dengan nilai-nilai positif dari kebudayaan Korea Selatan kepada penerima GKS.

Kemudian *exchange diplomacy* juga dijalankan sebagai komponen keempat dari diplomasi publik ini. Bentuk upayanya terlihat dari sistem GKS itu sendiri serta *cultural exchange week program*. Secara jelas bahwa GKS memfasilitasi pertukaran pelajar dengan dua arah melalui pengiriman warga negara lokal dan penerimaan warga negara asing untuk tujuan pendidikan. Sekaligus komponen pertukaran pun diperlihatkan dengan adanya *cultural exchange week program* yang memberikan kesempatan untuk para penerima GKS asal Indonesia memperkenalkan kebudayaannya di Korea Selatan. Lalu komponen yang terakhir adalah penyiaran internasional. Komponen ini dihadirkan dengan bentuk pengadaan situs resmi, media sosial Study in Korea dan NIIED yang dapat dengan mudahnya diakses oleh masyarakat internasional melalui bantuan teknologi.

Dalam menjalankan penelitian ini, peneliti memiliki keterbatasan. Keterbatasan tersebut ditemui ketika peneliti tidak mendapatkan akses secara langsung untuk mewawancarai pihak GKS ataupun NIIED sebagai badan eksekutif di bawah Kementerian Pendidikan Korea Selatan yang bertanggungjawab dalam penyelenggaraan beasiswa ini. Keterbatasan tersebut membuat wawancara yang dilakukan peneliti lebih didasari oleh perspektif para penerima GKS asal Indonesia tahun 2021-2022 dari masing-masing jalur. Berdasarkan hal ini, peneliti merekomendasikan peneliti lain untuk dapat mewawancarai pihak GKS ataupun NIIED ini agar mendapatkan perspektif langsung mengenai upaya dan program yang dijalankan ketika menyelenggarakan GKS.

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